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ABSTRACT

It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains the written testimony received in the Commission's Office. (The transcript of the hearing is available as LI 003 944, and the written testimony of Chicago witnesses is available as LI 003 945.) Hearings scheduled for San Francisco and Atlanta will be held during the fiscal 1973. (Author/NH)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

PUBLIC HEARING

CHICAGO REGIONAL HEARING:

OTHER TESTIMONY

Courtroom 1743,
Dirksen Federal Building,
Chicago, Illinois
Wednesday, September 27, 1972

LI 003 946

National Commission on Libraries and Information Science

1717 K Street, N.W.
Washington, D.C. 20036

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
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FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

Other Testimony

LI 003 946

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Martin Goland • John G. Kemeny • Louis A. Lerner • Bessie Boehm Moore • L. Quincy Mumford • Catherine D. Scott
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Reply to:

312 Library
University of Illinois
Urbana, Illinois 61801

August 11, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street N.W.
Washington D.C. 20036

Dear Mr. Burkhardt:

I am responding to your request for written testimony for consideration by the Commission on behalf of the Reference and Adult Services Division of the American Library Association. Your letter to Mr. Hansen reached him the day before he left for a vacation in Scotland, and he was unable to reach me for discussion of it before he left. I have, therefore, consulted a number of colleagues in the profession who are interested in adult services, in an attempt to identify some future trends in this area.

If you wish oral testimony from our division, please address the request to Mr. Hansen. It will be impossible for me to come to Chicago that day, and it's a little far for Mrs. Freides to come from Atlanta. Perhaps she could participate in whatever hearings you have arranged in the Southeast.

First, it seems obvious to all of us that there is a tremendous unexplored future in the area of CATV. If we get involved in nothing else, we will be involved in this. At this point in time, librarians, civic officials, private enterprise groups, and everyone else involved in the development of CATV are going off in a thousand different directions, with many more questions being raised than answered. It would seem to me that there are many possibilities for the use of CATV in providing informational services to adults (and others), both in terms of actual responses to specific requests for information, and in the area of what is sometimes called adult education.

A second area of concern will surely be the role of adult services in all types of libraries, not just public libraries, the traditional center of activity in this area. Service to faculty members, graduate students and undergraduates in academic libraries is certainly a form of adult service. So is service to industry and other commercial and service enterprises in special libraries. It strikes me as entirely logical and, in terms of total service to the total community, desirable that the traditional barriers between types of libraries be broken down. Academic institutions will scream bloody murder, but it is a cold economic fact that most higher education today is ultimately paid for by the individual taxpayer who is, in this day of increasing resistance to higher taxation, going to be very critical of any barriers between him and total service.

A third area also has its roots in economics. I might say that the people I discussed this problem with are by no means agreed on this one, for various reasons. I will try to indicate the areas of disagreement as I outline the problem, but I think in some form it will be a matter to be faced:

Many librarians today are engaged in a wide variety of programs which are attempting to serve the unserved: blind, deaf, black, aged, young, illiterate, disadvantaged, whether poor, uneducated, unemployed or whatever, among others. Many of these have been highly successful, at least so long as they were adequately funded, but most of that funding was federal, and if and when it dried up, and it usually did, the program then went on the rocks, totally or in part, because local funding for continuing the program was unavailable. The questions raised are: Are these programs really successful? Do they reach enough people to be worth the enormous cost? Or are we making efforts which are really little more than empty gestures? The suggestion is that some hard research be done on the entire area, and that it be done by people who are not themselves engaged in this work and therefore have no axes to grind. The objections are: 1) It is impossible to measure the effectiveness of this kind of service (this was raised by one person); 2) Cost is not a valid measure of this kind of service (raised by two); and, 3) What difference does it make? (raised by one). The last can be disposed of, I think, in the same vein as the separated services: The taxpayer is going to lower the boom. The other two are not so easily disposed of.

To sum up: It would seem obvious that there will continue to be efforts to reach the unreached. It would seem equally obvious that there ought to be. But it would also seem that the evaluation of them so far has often been inadequate, and that real justification, based on real success, will have to be provided. This implies, then, a much greater effort to make these programs work. This means continuing financing, more cooperation by other civic bodies, and many new approaches.

Another area in which adult services philosophy and activities will be challenged is in terms of increased leisure time. It seems fairly clear that the nation is moving rapidly toward the four-day work week. One of my consultants asked, so what? What does this have to do with libraries? Won't people continue to do what they have always done on weekends? Yes, would seem to be the answer, they will, but with that extra day, boating, gardening, housecleaning, etc., may well begin to pall on that third day, and there will be an increased interest in education, be it formal or informal. Certainly the library, academic and public, will be involved in any such programs.

This leads to the age-old philosophical dispute in public library circles as to whether the library is primarily educational or recreational. This one has never been laid to rest. Many say one, many say the other, more say both. But the future of library service to adults in a time of increased leisure is going to be based, at least in part, on the thinking of the profession about this question.

It would appear, in summary, that many of the questions I have raised are tied in with the nation's economy. It would also appear that the federal government is going to have to take an increasing part in providing the funding to take care of all of the nation's educational needs, including those of libraries. A re-ordering of the priorities of the government would seem to be indicated.

This is brief, not too well-organized, and sketchy, but I hope it will provide some information for consideration by the Commission. I'm sorry that limited time has made this so: It is a tremendously important question, and we look forward to the recommendations of the Commission.

If I can be of further service to the Commission, I will be happy to try.

Sincerely yours

Walter C Allen

Walter C. Allen
Co-President
Reference and Adult Services Division

CORNELL COLLEGE

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MOUNT VERNON, IOWA

THE LIBRARY

August 18, 1972

Mr. Frederick H. Burkhart
Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhart:

The opportunity to submit testimony to the Commission is much appreciated. The Commission, I believe, is a great step forward in the process of rationalizing and developing library resources and services. I hope that my remarks will prove useful.

Libraries, as the members of the Commission well know, are very expensive. They are also very important, as various legislation over the past fifteen years and the existence of the Commission will testify. Such testimony would also seem to indicate that libraries and library service are of great public interest, that is to say, that libraries and library services are, with or without public clamor, of great public importance.

Perhaps the major problem confronting the small-college library is finding the wherewithal to maintain adequate resources, and to gain access to a full range of materials. The small college's business is working with the undergraduate. At Cornell in particular, there has been a long tradition of undergraduate research, yet, with notable exceptions, attempts to borrow from university or other research collections for undergraduates brings a flat refusal. In my opinion, undergraduates do not receive the respect and attention - or services - to which they ought to have access generally.

The Commission would provide a great service to all if it were to encourage and support revision of the inter-library loan code at least to include undergraduates. A further step would be the fostering of regional library service centers such as the Periodical Bank of the Associated Colleges of the Midwest. Such centers, which could charge membership fees based on income, and modest copy costs, would, because of the non-circulating nature of their collections, be able to provide sure access to periodical materials, and at the same time take a lot of pressure off individual libraries - particularly the large research libraries. The benefits of such centers would be that the principle of free access to information for all would be that much closer to reality.

Naturally, such centers would run afoul of the present copyright law, and strong measures would have to be taken to ensure both the rights of library users, and of the publishers and authors. I believe that the need and the public interest would justify such action.

As an extension of the suggestion for service centers for periodical literature, strengthening of the inter-library loan process in general would be desirable, and steps should be taken to speed up the process. A number of such steps have been taken in certain localities, though the systems and services vary widely. The Iowa Library Information Teletype Exchange (I-LITE) network is perhaps somewhat less sophisticated than the network in Indiana, but either of these or MINI-TEX in Minnesota would serve as good examples of possible models. Such networks regionally based would be of significant value to the libraries of the small colleges and, through regularization of procedure, and possibly the development of regional union catalogs, should, in addition to extending the availability of resources for the small-college library, help in taking pressure off of some of our larger bretheren.

Small private colleges provide a valuable public service. They provide important alternatives to the massive impersonal campuses of our multi-universities. Many flourish on those massive campuses, but many wilt there while they do well in a situation where there is close personal interaction between faculty and student. The small private college deserves more by way of public support in order to preserve its character.

The foregoing comments have certain implications which, coupled with the fact that education is not obtained solely in an instructional situation, but is rather a life-long process in which schools and colleges provide initial guidance and suggestion, leads to the remarks which follow.

There are several areas of inquiry which the Commission ought to pursue, or cause to be pursued; all are closely interrelated. These are:

1) What is an optimum size for library community. This involves several factors including questions such as: a) are there levels of community, and if so what are they, b) what are the limits, for each, of population, distance from service unit, and costs, c) what are the necessary and viable communication channels in order to provide maximum service at each service point.

2) Who are the people whom the library units will serve; why do they need library service, what levels of library service, and at what points.

3) Given that library services are important, what is an appropriate and viable base of support, and at what levels should control be independent; at what levels should control be subordinate?

The foregoing makes no mention of types of libraries. In my opinion, the concept of type of library has operated in the past, and is continuing to operate as one of the great barriers to effective library service. I believe that the Commission should seek all means possible to minimize, if not obliterate, distinctions between so-called types of libraries in order to foster the maximum utilization of resources. My reasons for making the above assertion are as follows:

1) Any given library user is a member of several library communities. The school child, for example, is both a member of his school library community and of the local public library's community, and should one of his parents happen to be on the faculty of a local college, he/she is also a member of that college's community; though there are exceptions in this latter case, there is usually an extension of library privileges to faculty families.

2) Level of user needs is not necessarily dependent upon the age of the user; it varies widely according to intelligence level, and interest. This is to say that the level of materials required by a juvenile may well, and not infrequently, exceed the level required by many adults. Readers will not "stratify".

3) Users are not particularly fussy about where they get what they need, just so they get it; they are not concerned with the type of library, only with the materials and the service.

4) Whatever the reasons for which people use libraries, the prime function of all is educational, which term includes the informational function. It is the educational, as opposed to the instructional function which renders our libraries so important. Without full and ready access to the widest possible range of information and idea, a free and democratic society such as we profess cannot long exist. It is the educational function which justifies public concern; recreational and other uses are valuable, but subsidiary fringe benefits.

It does seem a shame that in community after community Community Colleges have been started without once referring to possible significant public library resources available; there are many communities where the only significant library resource happens to be a college library which is, more often than not, open to the local population on a quite restricted basis; there are other communities in which both an academic and a public library cooexist but with minimal cooperation or coordination; there are many communities with both poverty-stricken public libraries and poverty-stricken school libraries both trying to serve much the same functions, but neither willing to recognize the other. We are faced with much needless duplication of facilities and resources which could be greatly alleviated if library service units were opened to a wider range of clientele, and were designed to serve multiple levels of use.

I have taken the liberty of appending a copy of an unpublished paper of mine which approaches one aspect of the problem of which I have been speaking, but which sets forth in much better detail some of the reasoning behind my argument. It should be noted here, however, that a single monolithic library system is not envisioned. Such a system would hardly seem desirable. Rather what is suggested is an inter-connected set of more or less independent local systems, each local system based upon a geographic area, each local system a heirarchical one with local service units distributed at appropriate locations (not unlike a main public library and its branches) for primary service, and a more central referral unit, but the systems would be connected probably in a federated structure through the state libraries to national regional library centers. Any reader should be able to get most of the service needed at any service unit; no reader should have to go to more than two places to get all the service required, and all readers should be able to use any unit, anywhere, anytime without payment of special fees.

These, then are some of the problems to which the Commission should direct research, and some suggestions as to directions in which the Commission ought to encourage libraries to go, most particularly in encouraging activities and services which cross library boundaries.

Sincerely,

Edmund R Arnold

Edmund R. Arnold
Director of Library Services

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STATEMENT OF REPRESENTATIVE LES ASPIN

1st District, Wisconsin

to the

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Upper Midwest Regional Hearing
Dirksen Federal Building
Chicago, Illinois
September 27, 1972

Mr. Chairman, I am grateful for this opportunity to report on the concerns of librarians of the First District of Wisconsin to the National Commission on Libraries and Information Science. I would like to take this opportunity to commend the Commission for its work and for holding this series of regional hearings to assess the progress of local libraries in meeting the educational, informational and recreational needs of the public they serve.

In preparing my statement, I enlisted the help of librarians at public and college libraries throughout the First District. I invited each to respond to a series of questions and to include any additional observations which might be relevant to the objectiv of the Commission. This statement is a compilation of their views.

The First Congressional District includes Rock, Walworth, Racine and Kenosha Counties in the southeastern corner of Wisconsin The four largest cities in the district are Racine, with a population of 95,162 according to the 1970 U.S. Census; Kenosha, 78,805; Janesville, 46,426; and Beloit, 35,729. Whitewater has a population of 12,038. Seven other cities have a populations exceeding 2,000. Over one-third of the population of the district lives in smaller communities and rural areas

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Libraries in the district range from large academic collectio at the college and university campuses and large public collection in the bigger cities to small, independent libraries operating in the smaller towns. Frequently mentioned among the priorities of t respondents to my survey were the need to increase availability of service to rural areas and the need to improve inter-library loan programs. A universal complaint was the absence of adequate fundi to accomplish these objectives.

Following are the questions I asked and summaries of the responses to each:

1) Are current Library facilities meeting the informational needs of teachers and students involved in formal education at all levels?

This question evoked a variety of responses. Generally, the librarians of public libraries reported that they do not attempt to duplicate the services provided by elementary school, high school and college libraries. This was particularly true in the smaller cities and towns and those in close proximity to college and university campuses.

However, respondents from Racine reported that a large number of students use the public libraries to complete assignments because of the inadequacy of school libraries. Miss Norma Deck, Supervisor of Adult Services at the Racine Public Library, cited the Southeastern Wisconsin Regional Planning Commission's 1969 library user survey, in which 51 percent of those who responded to the questionnaire were students completing shcool assignments. "Although the high school and academic libraries in this area are developing stronger collections, this library still tries to answer the needs of many high school students," Miss Deck wrote. (The same survey reported 53 percent usage of the Kenosha Public Library by students doing school assignments.)

Mr. William D. Grindeland, Director of the Instructional Materials Center and Libraries for the Racine Unified School District, levels?

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Mr. William D. Grindeland, Director of the Instructional Materials Center and Libraries for the Racine Unified School District, reported that Racine elementary schools have "the greatest inequality" in library facilities. "Many libraries are housed in basements, on stages in gyms, converted substandard rooms and converted balconies. Many of these rooms are poorly lighted and ventilated and lacking in space. This is complicated further by the fact that school systems are having problems passing bond referenda for new buildings, and consequently the need to use every available space to increase the number of classrooms in each building with the result that existing libraries always face the possibility of being moved into basements or other substandard areas."

Public school students in rural areas would benefit by greater access to the public library system, according to several of the respondents. Mrs. Marjorie P. Staffeld, Librarian of the Eager Free Public Library in Evansville, reported that there are rural students who are not being served. "Previously we have had townshipwide service through payments by the Town Board," she wrote. "This year they felt the cost was too much and each family has to pay all or part for service on a daily card basis."

Mr. Gary J. Lenox, Librarian of the Rock County Center campus of the University of Wisconsin Center System, filed the following report on libraries at all educational levels in Janesville:

> In Janesville some concerted effort has been spent to make the new elementary schools meet current needs for information. For example, Van Buren Elementary school has been designed with the "learning resources center" at the center of the building with classrooms (without walls) radiating from it. My inspection of the school found a wide range of media in use; emphasis was not on books...
>
> Both high school libraries are rather conventional in orientation. Books, periodicals and newspapers are the primary resources. The rooms in which the libraries are housed are unimaginative and conventional in design. For example, study carrels are virtually not used but rather large open spaces with large tables in rows. The book collections are abominable; they have never been developed to an adequate level and are maintained inadequately...
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> To my knowledge, no one on the federal or state level systematically looks after high school libraries like they do college and elementary school libraries. Federal funds are available systematically for these latter types of libraries and administrators seem to like to put these funds to "new uses" with audio-visual resources, realia and so on.
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> Admittedly high schools must have materials for the except al student--college level physics texts and readers for slow learners, for example--and the dollars just do not stretch far enough. Increased funds for high schools are needed and they need to be expended in new ways that will be more relevant to the students. For example, more needs to be done to entice students to use library materials. That may mean purchase of more "underground" periodicals and publications, more recor and tapes of contemporary music and lectures, speeches and so on. Students come here with a terrible impression of librarie as storehouses of dreadful books containing unwanted, irrelevan and immaterial information. Librarians must work at all level to overcome this image...
>
> For the most part, colleges in this area (with the exceptio of this school) have sufficient room for study, storage of resources and work. Enrollments are dropping; study space is not at a premium. However, every one of these facilites is

> conventional in orientation. Advances have been made in providing individual study space, group study rooms, attractive surroundings and so on but none have been built for audio-visual services. Stop gap measures, some "remodeling" and so on have been instituted but none of the college libraries in this end of the District have been installed with "wet carrels" (that is, wired carrels for showing of closed circuit TV, video tapes, audio tapes, movies, slides, records, etc.).
>
> The generations coming to us will expect to use and will be able to use these things and we do not have them. College libraries need to be built for the future with provision for present resources. Funds, in part, account for the inadequate provision for new materials and equipment. Administrators are "tokenists" with relation to audio-visual materials in colleges and such resources, to be meaningful, must be provided for and used as regularly as books. Costs on audio-visual resources and equipment are very, very high; present funding in all colle cannot do what I call for above. Additional funds, probably fe eral, should be provided specifically for audio-visual instruct in addition to present federal library support.

2) Are current library facilities meeting the informational and recreational needs of the public at large?

Answers to this question were similarly varied. Miss Ruth A. Young, Librarian of the Edgerton Public Library, said, "Speaking f a small library in a small community, I think that recreational and informational needs of our public are served fairly well. Funds, of course, restrict purchasing power. Space also becomes a restricting factor at times."

Similarly, Director Irene Blackford of the Janesville Public Library reported that "libraries the size of Janesville's are able to meet these needs quite well." This assessment was echoed by Mr. Lenox of the UW Center - Rock County, who reported that Janesville Public Library is adding films to its collection, has an adequate reference service and maintains evening hours which many students audio tapes, movies, slides, records, etc.).

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On the other hand, Director George E. Earley of the Gilbert M. Simmons Library in Kenosha reported that only the eastern part of Kenosha County is adequately served. "Those who live in the eastern part do not have conveniently located facilites or mobile service. Also the city library is the only public library in the county, and the central building has been grossly inadequate for many years."

Librarians at the Beloit and Lake Geneva Public Libraries complained of an inability to meet all needs adequately. "The public libraries cannot supply sufficient variety of materials, and school and academic libraries can't provide enough duplicate copies of materials," wrote Librarian Dorothy Naughton of Lake Geneva. "Students travel about the area, needing materials for assignments wherever they are. Small public libraries are expected to supply information on as wide a variety of interests as a large library. No single small community library can meet these needs with its own materials and personnel. We all need the encouragement of additional funds to develop effective means of cooperation among all types of libraries."

Librarian Lila Pineles, Head of Adult Services in Beloit, also complained of shortage of personnel and inadequate variety in materials: "We are not able to meet the needs of the public as we should. The most serious lack, probably, is in staff--we need people to meet the public, help them find the materials they need, to work with young adults, to plan programs for all ages, to get out into the community and bring library services to those people who are unfamiliar with libraries, or who are timid--people who don't know they are welcome and that we have information and services that would help them. We also are in need of more phonograph records, films, peridicals, books, microfilm and equipment such as microfilm readers, tape cassettes, etc.

Recine City Librarian Forrest L. Mills provided me with the results of the 1969 library user survey of the Southeastern Wisconsin of materials," wrote Librarian Dorothy Naughton of Lake Geneva. "Students travel about the area, needing materials for assignments wherever they are. Small public libraries are expected to supply information on as wide a variety of interests as a large library. No single small community library can meet these needs with its own materials and personnel. We all need the encouragement of additional funds to develop effective means of cooperation among all types of libraries."

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Recine City Librarian Forrest L. Mills provided me with the results of the 1969 library user survey of the Southeastern Wisconsin Regional Planning Commission, as it relates to public libraries in Racine, Kenosha and Milwaukee. This survey, which I am forwarding to you with this statement, cites statistics on user satisfaction with services provided, in addition to statistics on library use.

3) What forms of inter library communication have been established to expand services to library users?

All librarians who responded to my survey indicated that their libraries participate in some form of interlibrary lending program.

These programs range from an elaborate teletype connection between Racine and Milwaukee to informal systems of cooperation among smaller libraries.

Mr. Mills, City Librarian of Racine, described the "Racmil" service as a "pioneering interloan service between Milwaukee and Racine Public Libraries using teletype and five day a week delivery service." Mr. Mills continued:

> Over the nearly 25 years since its inception, the service has made a very significant contribution to the information needs of the Racine community--to technical and scientific personnel as well as to serious students. Total cost of the service annually is about $1200, a small fraction of the cost involved in supplying the needs from locally owned resources.
>
> From time to time, teletype also serves as a medium for prompt and accurate communication of quick, directory type reference inquiries and the answers thereto. A thirty-day experiment this spring with Xerox facsimile proved conclusively that mail or messenger transmission of photocopy in this area is not unduly slow and far more economical than facsimile using telephone circuits (about 5 cents vs. 30 to 40 cents per page).

The Janesville Public Library, Eager Free Public Library in Evansville and the Beloit Public Library reported using the State Division for Library Services in Madison to supplement their collections. Ms. Pineles of the Beloit Public Library wrote:

> The state maintains the Reference and Loan Library of Madison, which lends less frequently used books to public libraries on interlibrary loan. If the Reference and Loan Library cannot provide a book, they have an arrangement with Milwaukee Public Library by means of which they can borrow books from them. They also borrow books from the University of Wisconsin for us. The State Historical Library provides us with books on interlibrary who do this out of courtesy. Beloit College is very generous in extending interlibrary loan privileges to us.

The Lake Geneva Public Library has access to the Union Catalog listing adult books in all public libraries in Walworth County, and service as a "pioneering interloan service between Milwaukee and Racine Public Libraries using teletype and five day a week delivery service." Mr. Mills continued:

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The Lake Geneva Public Library has access to the Union Catalog listing adult books in all public libraries in Walworth County, and it pays for telephone communication among the 11 libraries. College libraries in Southern Wisconsin are linked by the Southern Wisconsin Academic Librarians Organization. Participating institutions--including UW-Whitewater, UW Center-Rock County, Milton College, Rockford College and Beloit College--share materials so that any student has access to the resources of all libraries.

Several respondents from Rock County complained about the discontinuation of the county-wide interlibrary loan service which was previously available. Librarians in Janesville and Edgerton both said the services available through the Rock County Library Service were invaluable, and they regretted the decision of the Rock County Board to terminate the system.

4) What additional forms of cooperation and communication should be established to provide greater access to bibliographical materials and resources?

The concensus on this question was that interlibrary loans and sharing of information must be facilitated if libraries are to meet the needs of the future. Many suggestions were made as to kinds of communication which could or should be instituted.

Several systems for interlibrary communication and lending have been proposed. The new seven-county library study nearing completion under the auspices of the Southeastern Wisconsin Regional Planning Commission will make recommendations in this area (see Addendum). The Council of Wisconsin Libraries has proposed a statewide interlibrary loan system, but it lacks adequate financing to implement it.

Mr. Earley of Gilbert M. Simmons Library suggested that any communications system should provide "a quick means of relaying information, perhaps through Cable TV or other electronic gadgetry, and cooperative listings of holdings." Mr. Gerald F. Perona, reference librarian of the Kenosha Campus of Vocational Technical and Adult Education Learning Resource Center (VTAE), added, "A union catalog of all libraries in this area is needed. Investigation of TWX and computer links between libraries in this district, not just public

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Miss Mary Reynolds, Supervisor of Materials Processing at the Racine Public Library, suggested that a statewide system should be instituted to: "search for and provide materials outside Wisconsin not available within the state; establish a statewide mail service to shut-ins; provide all libraries with special information such as a union list of serials and location of special collections, and provide a computer center available to all libraries for direct book ordering and other record keeping."

Other possibilities were suggested in these comments by Ms. Pineles of the Beloit Public Library:

> A county or multi-county library system would be very helpful, with a telephone network, and permitting a patron to borrow books from any of the libraries in the system--and return them to any library. It would make it possible to share the most expensive items--such as 16mm films, and provide an additional resource for books that are currently out of circulation, or not owned by any one of the libraries in the system. It would also make it possible for the specialists in any library to share their knowledge with other libraries--for instance business materials, genealogy, ethnic studies. It would help us with publicity too; cable TV is available to all of us, but we don't have the staff or skill to take advantage of it. A library system could share the services of a publicity expert for not only TV programs, but radio, newspapers, posters, special programs and all sorts of community relations activities

Communication among libraries of educational institutions present a special problem. "College and university libraries have long shared materials through interlibrary loan," reported Mr. Perona of VTAE in Kenosha. "However, since there exists no single listing of holdings for these libraries, especially in this area of the state, much time and money is wasted in trying to locate needed materials. What perhaps is needed is a more effective system of communication among schools in this area."

Mrs. Joseph Walsh, Librarian of Milton College in Milton, said that proposals for a statewide interlibrary loan system "will be of value to the small, private liberal arts institutions only if undergraduate loans are permitted through this program. The voices of these institutions must be heard before finalizing any program. Their problems and needs are unique from those of the state supported

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5) What steps have been taken to improve library services to rural communities and economically or culturally deprived segments of the population? What are the deficiencies in this area?

Lack of funds was cited by many respondents as the primary factor affecting expansion of services to potential library users who are not now reached. Librarians at Janesville and Beloit Public Libraries and Eager Free Public Library in Evansville reiterated that the discontinuation of the Rock County system has hampered their ability to extend services to rural areas. Janesville Public Library Director Irene Blackford pointed out that rural opposition to a library tax levy is high, "even though rural area residents have the most benefit to gain from library system establishment."

The Lake Geneva Public Library used a Right to Read grant to provide for a storytelling program in rural areas. Although the program was successful, its future depends on the decision of the Walworth County Board. The Gilbert M. Simmons Library in Kenosha is seeking federal aid to provide programs for the Spanish-speaking migrant worker families who have settled there. The library has also established a "Book Nook" in a local church center to service children who might not otherwise have access to the library.

I enclose with this statement descriptions of several projects in Racine, furnished to me by Miss Gertrude Morgan, Supervisor of Extension Services at the Racine Public Library. These federally financed projects include paperback collections in Racine neighborhood centers, the Older Adult Day Center Book Service, the "Book House" project for pre-school and elementary school children, the expansion of the children's collection through a Right to Read grant and the Southside Neighborhood Center book room project.

Mr. Lenox of UW Center-Rock County offered the following general suggestions: "Bookmobile and storefront service with special collecability to extend services to rural areas. Janesville Public Library Director Irene Blackford pointed out that rural opposition to a library tax levy is high, "even though rural area residents have the most benefit to gain from library system establishment."

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Mr. Lenox of UW Center-Rock County offered the following general suggestions: "Bookmobile and storefront service with special collections of interest to a neighboorhood or ethnic or racial group should be developed wherever meaningful through the public libraries. An important consideration to the economically deprived, the aged and the handicapped is transportation. We may need to take service to these people directly--not once in a while, but consistently and constantly. Hospital services, in general, veterans and mental hospitals, should be provided at some level (probably at the public level)."

6) What are the priorities envisioned in current planning for future development of library facilities and services?

Many respondents wrote of the need to expand in terms of space, either through additions to existing buildings or through establishment of branch facilities to provide greater community access to libraries. Most librarians said the lack of funds available stymied realistic plans for future growth.

Mrs. Susan Maez, Librarian of Aram Public Library in Delavan, wrote: "Our present facilities are not adequate for any expansion of programs and services such as film-lecture series, private study areas, music and listening room, meeting room, etc., but there is no current provision in the city budget to include any of this. I feel our priorities for the future should include expansion of the existing facility plus ways to make service more available to rural residents through bookmobile service, mailing program and projects for the elderly such as large print books. Since the amount of our allotted budget controls all our present and proposed projects, securing adequate local support is our biggest concern."

Mr. Earley of Gilbert M. Simmons Library pointed to the urgent need for a central library building for Kenosha (books, he said, are currently stored at the City Water Department). "County-wide planning and tax support is needed for adequate service to all residents," he wrote. "The new building should reflect this expanded service." Mr. Lenox of UW Center-Rock County suggested that new library buildings "must be built for all people--handicapped, aged, space, either through additions to existing buildings or through establishment of branch facilities to provide greater community access to libraries. Most librarians said the lack of funds available stymied realistic plans for future growth.

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Rock County Librarians in Janesville, Evansville and Edgerton again underscored the need for county-wide cooperation, information retrieval and interlibrary lending. Beyond this, a statewide system "would certainly benefit rural and deprived areas," according to

Miss Young of Edgerton Public Library. "It seems that the greatest need is to educate the users, largely rural, in the value and importance of library service to all."

Mr. Mills of the Racine Public Library would like to see library service extended throughout Racine County. Current planning envisions additions to the main building, two or three branches or outlets in various parts of the city and mobile service for outlying communities in the county.

Ms. Pineles of Beloit outlined the need for additional staff and summarized the problems of most libraries in a cogent analysis:

> What we need most, right now, is more staff--to make the community aware of the advantages offered to them by their public library. We should be reaching the people who are poor, semi-literate, people with failing eyesight, businessmen, tradesmen, skilled workers and many others for whom we can provide valuable information but who never think of the library as a source of useful materials to themselves. There is much sophisticated gadgetry discussed in plans for future public library service, such as being able to read a book on your television screen at home, but most public libraries are struggling to keep from slipping backwards and are not able to hope for such facilities for a long time to come.

7) What role should government at the federal, state and local levels play in the improvement of library services?

Again, financial assistance was the most frequently mentioned item. Several librarians felt that federal and state funding of libraries should be increased in lieu of local financing, because many citizens are not willing to tax themselves at the local level to ensure good library services. Ms. Blackford of Janesville suggested that, to this end, "any property tax relief would be welcome."

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On the federal level, several respondents mentioned the necessity to improve services of the Library of Congress. Mr. Lenox of UW Center-Rock County suggested that the Library of Congress should be maintained and developed as "a national library which serves the bibliographic needs of libraries throughout the country and can be a guiding force in systems development and general library practice. It is currently too isolationist as a library service to the federal government." Mrs. Walsh of the Milton College Library wrote:

> Of importance to all libraries is the need for the federal government to increase its support of the Library of Congress, National Library of Medicine and National Agricultural Library as the "National Libraries." Strengthening the programs of these libraries will be necessary if any of the rest of the country's libraries is to cope with the "information explosion." Clearinghouse and information retrieval centers open to all libraries and users are needed. This must be subsidized by the government. Many excellent studies and programs initiated during the Johnson Administration have been cut back because of lack of funds. These should be restored.

Also on the federal, several librarians mentioned the need to increase federal appropriations under the Library Services and Construction Act to the higher levels of previous administrations. Mr. Grindeland of the Racine Unified School District made the following suggestion: "To dramatically improve library services, federal and state governments should require minimal guidelines regarding facilities, staff and materials and should provide some matching funds. Presently school libraries receive monies mainly for materials under the ESEA Title II Program and are not included in funding for facilities as are public libraries."

Mrs. Walsh of Milton College explained the problems of private colleges: "For the past two years, many libraries of the private liberal arts colleges have not qualified for grants under the Title IIA Program as they did in the past. This is because the criteria have been changed to concentrate on those institutions serving large minority group and disadvantaged student enrollments. While the needs of the above institutions should be met, they must not be met at the expense of ignoring the very real needs of

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At the state level, many respondents felt governments should be the central coordinating agency for interlibrary cooperation and loan programs. Mr. Mills of the Racine Public Library suggested that the state maintain regional library depositories for the overflow materials from both academic and public libraries.

Mr. Lenox of UW Center-Rock County suggested that the state should oversee regional reference and processing centers which would coordinate interlibrary lending. He added, "Coordination of federal funds to local libraries within the perspective of a region, and indeed the state, should be done at the state level."

The role of local governments in library development elicited conflicting opinions. While some respondents felt that local government must continue to share the responsibility for libraries, others felt that local support and oversight should be either reduced or eliminated. Mr. Lenox summarized the opinions of the latter group:

> Local government role in library service should be diminished since library service in a mobile age should be more highly diversified and coordinated. Local governments can be an impediment to larger movements in library service which they do not understand. In a time when county library systems and in fact larger systems are springing up or growing throughout the country, one was allowed to die here (in Rock County)--for shame! For all the reasons related to property tax, libraries, like schools, should be funded by state or federal income tax.

The following information provided to me by Mr. Mills of the Racine Public Library dramatically sets forth the problems of local financing of libraries:

> The comments here refer to Racine County. Five public libraries operate in the County - the Cities of Burlington and Racine, the Villages of Union Grove, Rochester, and Waterford. Each of the remaining thirteen municipalities has purchase or service contracts with one or more of these libraries. Legal access to a public library is, therefore, not a problem; geographic accessibility to an adequate service point is.
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> Net cost of public library service for 1971 among the five municipalities having public libraries was:

	Mill rate on full equalized value	Per Capita Cost

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	Mill rate on full equalized value	Per Capita Cost
High	0.91	$5.31
Low	0.24	1.53
Median	0.55	4.16
Average	0.55	3.61

Among the thirteen municipalities contracting for service

High	0.46	$3.66
Low	0,08	0.78
Median	0.21	1.76
Average	0.22	2.02

Even so, one Town (0.11 mill) terminated its contract with Racine (retaining its contract with Union Grove) to prevent its cost from exceeding $1.00 per capita; a second Town (0.38 mill) discontinued all mobile service in order to save money.

The new "library systems law" (Wisconsin Library Laws, 1971) makes possible county funding under a consolidated system or county-municipal funding under a federated system. It is expected that the County Board will act in the near future to appoint a County Library Planning Committee to review the possibilities of a public library system for the County. In the event a system is established, state aid, if fully funded, would produce slightly less than $130,000 or about $0.70 per capita.

Addendum

The Southeastern Wisconsin Regional Planning Commission (SEWRPC) serving the counties of Walworth, Racine and Kenosha in the First District in addition to Milwaukee, Ozaukee, Washington and Waukesha Counties, initiated a comprehensive library planning program in 1968. I call the attention of the Commission to the prospectus of this program which I submit with this statement. Publication of the final report on the SEWRPC program is expected shortly. I will submit a copy of the report for the use of the Commission when it is completed, as I am certain it will be useful to you.

Again, I wish to express my appreciation for this opportunity to express the views of the librarians of the First District. I also wish

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Again, I wish to express my appreciation for this opportunity to express the views of the librarians of the First District. I also wish to make a matter of record my gratitude to the librarians who responded to my questionnaire on very short notice. Not all the librarians I contacted were able to meet my rather unrealistic deadline, but I am certain those who were able to respond brought to my attention many of the concerns of their colleagues. I hope that these comments will prove useful to the Commission in its work.

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August 24, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

My apologies for the delay in replying to your letter of July 14 requesting testimony from interested parties before your Hearings in Chicago. From conversations I have had with other librarians, I feel the special library viewpoint which I represent is being presented by others, especially the Special Libraries Association.

I am currently very much interested in developments in cooperative arrangements between libraries of all kinds to broaden access to information. We have rich resources in our libraries in Illinois and are exploring and trying ways of utilizing our personal talents to make these resources available, effectively and efficiently. Having Federal funds available to pursue the necessary avenues is important and essential.

As a librarian for an independent Government agency, I have had an opportunity to see some of the needs of the public for statistics and publications of the United States Government. There seem to be many needs within this geographical area which cannot currently be met by the public library or the Government agency offices. Efforts must be continued to have librarians or public information officers in the local Government agency offices or to provide indepth knowledge of Government data to the local librarians. With more people and companies having access to WATS and other communication lines with Washington, perhaps the information can be provided long distance.

I hope the hearings provide you with useful information for evaluating information needs that exist along with knowledge of the information resources which are available.

Cordially,

Jo Ann Aufdenkamp
Librarian

Chemical Abstracts Service

A DIVISION OF
THE AMERICAN CHEMICAL SOCIETY

THE OHIO STATE UNIVERSITY
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Phone 614-422-5022

Dale B. Baker, *Director*

August 1972

Statement Prepared By
the
CHEMICAL ABSTRACTS SERVICE
Division of the
AMERICAN CHEMICAL SOCIETY
for the
Midwest Regional Hearing
of the
NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

Dale B. Baker

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CONTENTS

INTRODUCTION

Automated Information System

LONG-RANGE EFFECTS OF AUTOMATION

Primary/Secondary Interlinkage
Integration Across the Range of Scientific Disciplines
International Decentralization
Deterrents to Achieving Coordinated Service
Standardization and Transfer of Technology

ECONOMIC FACTORS

Decentralization of CAS Operations
Discipline-Oriented Services
Interlinkages of the Information Generator, Primary Publisher, Secondary Service, and Information User
More Efficient Processing
Pricing of Computer-Readable Services

ANNEX A

The ACS System Development Plan

ANNEX B

Relationships between Primary Publications and Secondary Information Services

ANNEX C

Changing Patterns in the International Communication of Chemical Research and Technology

INTRODUCTION

In the period immediately following World War II, scientists began to be aware of the problems of communicating scientific knowledge and to recognize information science and technology as separate fields with major problems to solve. What had been viewed vaguely as "the literature" of science and technology began to be recognized as a loosely coordinated, imperfectly developed constellation of activities including: (1) The publication of original papers, patents, and reports in the "primary literature"; (2) The creation of information accessing tools (principally abstracts and various forms of indexes) constituting the "secondary" services; and (3) The maintenance of libraries, other forms of depository, and information centers where the documents can be physically accessed and used by those who have a need for the stored information.

Within the past decade or so, increasing efforts have been made to improve the coordination of these activities and to increase the efficiency of the overall information-transfer process. The American Chemical Society (ACS) has been deeply involved in these efforts, since it represents the viewpoints of a primary publisher (some 20 journals), a secondary service (Chemical Abstracts Service, one of the world's largest discipline-oriented secondary information services), and the generators and users of scientific information (a membership of some 100,000 chemists and chemical engineers.)

All of the information activities of the ACS are based on the assumption that libraries will provide back-up to the scientists in his need for primary documents. In particular, the secondary services of the Chemical Abstracts Service (CAS) are designed to help the user to identify primary documents of interest to him, with his actual information needs to be supplied from the original documents. It was the latter intention which led to the development of the CAS SOURCE INDEX (CASSI), which lists the holdings of some 400 US and foreign resource libraries corresponding to primary publications covered by CAS services. CASSI is kept up to date by quarterly updates.

Automated Information System

The American Chemical Society has been a pioneer in the development of automated information systems and is now in the midst of a long-term development effort to create a full-range automated system for processing information.* This system will be characterized by one-time processing of information, avoiding multiple intellectual and clerical handlings of material that have characterized previous publication systems. The new system will concentrate on building a Data Base of fully validated information, with all selection, editing, and correction having been accomplished with computer assistance at the input stage. The appropriate combination of data elements for any given service will be selected from the Data Base, organized, formated, and composed for the intended use. Both computer-readable services and printed services are derived from the same files, with appropriate formating variation supplied automatically by the output programs based on the data content of the package. The system will depend on automated composition based on CAS-developed software that will handle the entire range of some 1500 different typographic characters used in CAS publications. Some of the considerations in the design of this system are described in Annex A. Consequences to the information-using community in terms of long-range effects on information service and of economics of such service are discussed below.

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* The development of this system has received substantial funding from the National Science Foundation.

LONG-RANGE EFFECTS OF AUTOMATION

The automation of information processing will considerably reduce unit processing costs, improve the timeliness of service, and increase the accessability and lengthen the useful life of information. These benefits in themselves justify the expense of system development and installation. However, such automation, while it is essential if the larger secondary services are to survive, is only a first step toward long-term stabilization in the supply of information to the worldwide scientific and technical community. For, although use of the computer provides a very substantial improvement in processing economics and greatly extends access to the stored data, it does not lessen the duplicated effort in the chain of information handling leading from primary publication to accessing service to library to the user. And it reduces neither the multiplicity of systems recording the same information in various natural languages, nor the growing overlap in secondary services growing out of the rapid progress in the integration of all sciences and technology. Thus, a lasting solution to the problems of information supply can come about only if unuseful overlap is eliminated across the complete range of scientific and technical information-handling activities on a worldwide basis. This will require efficient combination of recording, processing, and dissemination activities from the point of information generation through publication and organization into archives, and the associated efforts of establishing effective early and continued access to the growing information store and of evaluating the stored data.

Some of the effects of close coordination of elements of the present information supply system are discussed below.

Primary/Secondary Interlinkage

The work of building and using primary publications, secondary services, and archives is in large part repetitious. Much of the effort expended in recording and editing the content of a paper for primary publication is repeated in building the secondary services, and many elements of bibliographic and subject data are copied and edited over and over again in the routine process of reporting, storing, and retrieving information. It is obvious that if processing operations could be suitably combined, integrated, and automated, much of the highly duplicative effort could be avoided with the resulting major saving in overall processing costs. Such combination would also yield savings in time between the submission of a manuscript and the availability of detailed access to the information, and greatly improved quality and retrievability of the information. The integrated automated system would avoid opportunities for errors in multiple copying/editing/correcting cycles and would thus justify increased intensity of the remaining editing steps.

The combining primary and secondary processing would also provide the possibility of a single intellectual effort from which issue and volume author and subject indexes for both primary and secondary publications would derive. Corresponding abstracts and index entries could appear in both the primary journal and the secondary journal at essentially the same time. Primary/secondary interlinkage is discussed more fully in Annex B.

Integration Across the Range of Scientific Disciplines

The primary record of science and technology is characterized by a single published account of each accomplishment; this single report supplies the details and the investigator's conclusions for all interested parties, regardless of the framework in which the results might be utilized. Information-accessing services, whatever their subject orientation, follow the author's emphasis in focusing on the new information in each paper, patent, or report. "Newness" is judged largely on the basis of the author's emphasis, which in turn is guided by strong pressure from the scientific community for authors to recognize previously reported work. Each primary report appears in the jargon of the appropriate specialty field and in the format of the primary journal in which the author chooses to publish. This system of building the primary record focuses the cost of creating the archival network, distributing the expense among those who gain benefit from the record. Those who benefit include the author, who is often asked to pay a "page charge" for publication, and the users, who pay subscription fees.

In contrast, tools for providing access to this primary information resource are far less singular in their focus. Since a given paper usually involves many sciences and technologies, details of the work are likely to be of interest to a wide audience. Any information in a given report may be applicable in many combinations of practice or interpretation. Thus, any report should be accessible through search for any one of its essential information elements, and each route of access should be subject-organized to assure easy use. Such organization requires the use of broad terminology in the corresponding subject indexes rather than highly specialized jargon which, because it is very limited in its employment, it is often difficult for the non-specialist to interpret reliably. Of course, cross-references from specialized jargon to the broader terminology are very helpful. Overall, there need to be several routes of subject access to a given primary paper, patent, or report. It is these different routes of access to a primary publication, not the nucleus of new information from that publication, which distinguish differently oriented secondary services from one another.

The focus on new information described in the jargon of the corresponding paper, patent, or report explains the frequent use of essentially the same abstract in differently oriented secondary services. Subject orientation of a given accessing service is supplied in the terminology and organization of the entries in the corresponding indexes.

These facts suggest an approach to economy in building information-accessing tools: exclusive coverage of mutually agreed-upon primary publications by each of a number of coordinated secondary services. Such services would have different subject orientations and would overlap considerably in coverage without the agreement on exclusive coverage. This kind of mutually exclusive coverage can be made practical by the creation of two-way terminology bridges in the indexes of each coordinated service. This type of index bridging would permit users to execute a single search using coordinated services. A search would be started with any one service and would then be extended into other services by easy identification of equivalent terminologies. This type of coordination of services, of course, would require that the users have a full definition of the boundaries of the exclusive primary coverage of each service and that index bridges among the coordinated services be readily apparent.

The building of effective index bridges requires that the individual coordinated indexes use precise terminology which in turn would require an efficient vocabulary control system for each operation.

International Decentralization

To build an internationally based information system is more than just a matter of providing complete coverage of all the world's published primary literature associated with a given subject area. However, for an effective international system to be viable, its design must recognize that beneficial use of the primary literature depends upon its availability through local library facilities. It is also clear that patterns of use of information within any given local community are deeply influenced by respective national governments. In such a framework, the establishment of a worldwide information system depends not just upon sharing the responsibility and expense of generating and initially recording worthwhile information. There must also be shared responsibility for developing and maintaining an automated information-accessing system and an international network of archives for the published record. The non-US participation in building a new system is necessary to assure compatibility among information-handling resources and the archives which are already generally established within individual national frameworks. The development of such an international character for the system must be evolutionary, for it would be completely out of scientific character to break the established continuity of subject coverage or of accessing routes.

Shared responsibility for development is necessary to assure that the system can be well utilized in the worldwide scientific and technical community. The concerns of those who will eventually have to utilize the accessing routes must be understood during design of the system if maximum use of the system is to be assured.

There cannot be less concern for system reliability or usability in a decentralized information system than in a centralized one. Therefore, if decentralization of responsibility is to succeed, it must improve community economics in utilizing the system without reducing the system's effectiveness. Efficient operation will depend upon large authority files and work files of data and upon extensive, highly refined software. Each input center must therefore make a relatively large investment in hardware, software, and staff to be able to guarantee consistency in carrying out its individual operating assignments and to assure equivalent performance in terms of data reliability, timeliness, and processing costs. Each such assignment must include processing enough information to justify installation, maintenance, and operation of the required processing tools.

These concerns make it evident that there will be a small number of input centers. On the other hand, at least initially, the number of output centers need not be similarly limited, since these centers will operate on highly standardized information packages that can be produced easily in multiple copies. But, when user knowhow becomes highly developed and the demands for service based on automated processing become widespread, the number of effective output-processing centers will also be limited. This must happen because the available computer-readable information packages will be large, because each information consumer must depend upon output from two or more processors, and because exercising the available data files effectively and economically will require operational considerations much the same as those of the secondary processor in terms of volume of data handled and investment in developing and operating capabilities. In large-scale use, an output processing center must, of course, be available to the information consumer through many directly connected communication facilities.

Deterrents to Achieving Coordinated Service

There are many complex deterrents to eliminating unuseful overlap in the design, development, and implementation of automated information-handling systems and in the creation of corresponding information services for community use. Basically, however, such deterrents arise from two sources. One source is the different operating policies and motivations of the many vested interests associated with the de facto system of information supply. The first source of deterrents includes factors such as the following:

(a) Differing financial orientation -- for-profit, break-even, and government ownership or operation each imply different goals, concerns, and policies.

(b) An organization's mission and/or economic status may lessen willingness or ability to make long-term investments.

(c) Problems of obtaining support for one-time or continuing system adjustment, whether that adjustment is to improve existing services, to standardize processing practices for the purpose of reducing user technical problems, or to permit coordination and cooperation with other processing operations to increase long-term viability.

(d) Difficulties in developing shared management of combined or interlinked operations.

(e) Slow organizational responsiveness. The diffuse nature of membership organizations and their management and the difficulties of bureaucratic red tape that characterize government agencies make quick responsiveness rare. Yet both types of organizations play major roles in generating, processing, and using scientific and technical information.

The second source of deterrent arises out of operational differences among the organizations working in the field. Such differences are illustrated by the following closely interdependent factors:

(a) The wide range in scale of operations and the great variability in breadth of subject coverage among the individual organizations. These variances create associated disparities in an organization's management and technical capabilities and in the availability of other resources. For instance, highly automated processing systems usually depend upon large processing volumes to assure economical operation, and broad coverage offers many more opportunities for effective cooperation among processors than does narrow coverage.

(b) Diverse standards from one service to another for reliability and consistency in information content and for firmness of production schedules. Such standards are often determined by the useful life-span of each available information service, by the range of alternative routes of access provided by a given service to the information content of the primary literature, and by the nature of the processing system through which the services are produced. Reliability and consistency concern both the accuracy of delivered information records and the need for equivalent validity of unsuccessful and productive searches. Service consistency over an extended period of time may also be necessary so as to assure reliable long-term backup for organizations and individuals with newly developed interests. A special concern for those who utilize computer-readable services is the checkability by the recipient of each new increment of the file for assurance that there are no gaps in coverage.

(c) The differences in the needs of information consumers for timely reporting, for informational details, and for long-term continuity of subject coverage. These factors are related to established service production cycles, to competitive pressures upon users, to the affluence of those served, and to the inherent subject characteristics of the information being processed and packaged.

(d) The level of sophistication of both information processors and information users and the corresponding operational bias of the processor and of those who receive either hard copy or computer-readable versions of his individual services. There is much variability from one organization to another in: the size of the computer-readable service; the operating policies and practices guiding the acquisition and use of operating systems, utility programs, and specialty software obtained from hardware manufacturers or from other sources; the level of detail of in-house documentation and the degree of control exercised in the design, implementation, and use of automated and manual operations; management and operating understanding of the clear distinctions in the use of the computer in business practice, in scientific calculation, in reduction and organization of numerical data, and in processing a wide range of scientific and technical information; the role of the processing of scientific and technical information in developing overall organizational computing specifications; the amount of inbuilt modularity of application software, which can assure economical system maintenance and upgrading as improved processing techniques and hardware become available; the stress on evaluation of processing efficiency and reliability as the overall system develops and in day-to-day operations; and the effectiveness of monitoring of routine workflow.

(e) The rate of change in workload characteristics, hardware, and processing environment within a given organization.

(f) The distinctions between routine production of services and the exercise of these services in supporting those who actually use information. Production requires review and control of each information record, while use of a service involves review and reliable selection of limited portions of the total record to identify candidate documents for the information consumer.

(g) The level of investment in activities directed at informing or educating users in the characteristics and use of a given service as it grows and changes.

Standardization and Transfer of Technology

Overcoming such deterrents cannot be accomplished by decree. At best, it is a slow process which requires the education, understanding, and cooperation of many individuals and organizations. Such changes can, perhaps, be hastened by coalesced user guidance based upon broad community experience with computer processing of information. Such guidance requires organized initiative by the information-user community across the full range of science and technology.

It is not presently possible to establish exacting general standards for automated information processing because there are too many available hardware/software alternatives of inadequately defined equivalence and because information processing is still largely in the area of empirical technology in contrast to the domain of recognized science. Thus, the required community-wide cooperation in information processing must build in a stepwise fashion based upon initial adjustment to generic principles of processing compatibility. It must start with the identification of data components required in specific types of information records which are widely used in the scientific and technical community -- for example, agreement upon the data components in a bibliographic citation constitutes a standard; details of citation organization and format are of secondary importance. However, the community must also agree upon benchmarks for record reliability and the capability for automatic validation as well as upon such mundane matters as standard alphabetic transliteration and abbreviation practices. It is not likely that general community standards can be established for details, such as timeliness, which have widely different levels of acceptability from one field to another. This implies that the first steps in establishing transferability of information-processing knowhow, in developing shared processing responsibilities (including the building of information networks), and in improving overall community information-processing economics is to define in detail the informational components of each type of record to be routinely transferred and to establish the level of reliability required for each such data record.

With the wide range of existing operating environments, it is obvious that well-documented processing techniques are more readily transferable than programs or systems which incorporate these techniques, no matter how well the programs and systems may be documented.

ECONOMIC FACTORS

The developing CAS computer-based system will materially affect the economics of the CAS information-processing operation. An overall objective of CAS is to achieve price stability, and the effort in this direction is a far-reaching multifaceted activity that embraces every aspect of CAS operations. The following brief discussions illustrate some of the interrelationships among costs, prices, and expenses on the one hand and coverage, decentralization, and interdisciplinary cooperation on the other.

In these discussions, "price" is used to mean the price established by the ACS Board of Directors for a defined CAS information package such as CA. "Cost" is used to mean the cost to the subscriber for an informational component or unit of a defined CAS package; for instance, in 1971, CAS covered 350,105 documents and the CA subscription price was $1950, therefore, the 1971 cost per document covered was 0.557¢. "Expense" is used to mean the full expense of producing and distributing the corresponding CAS product including all applicable overheads. Obviously prices must rise if cost, expense, and/or the number of information units per package rise, unless there is an offsetting reduction in one or another of these three dimensions.

Decentralization of CAS Operations

Decentralized input and output for processing and distributing chemical information will not reduce the expense of maintaining the CAS System. In fact, decentralized operation will increase the expense of processing a unit of information because working tools will have to be duplicated among the various processing centers and the operations of these centers will have to be closely coordinated. However, the attainment of a single system would remove the wasteful duplication inherent in producing very similar services in several languages, thereby making the funds spent on multiple systems available for purchasing the output from the single system. The net result would be increased use of the single system. Thus, the fixed expense of input would be spread over a larger number of subscribers with a consequent lowering of subscription prices.

Discipline-Oriented Services

Cooperation among the information services of different disciplines also offers possibilities for price stabilization. The increasing integration of subject matter in the various disciplines of science and technology causes the rapidly growing primary record to have increasingly wider usefulness across the traditional scientific and technical disciplinary boundaries. It is this factor which leads to coverage overlap and accounts in large part for the CA growth rate of 8.2% per year in contrast to the overall growth of primary publication, which more nearly approximates 5% per year. (See Annex C).

To be complete, each discipline-oriented information service must cover many documents that deal with information of concern to other disciplines as well as its own. For example, CA, as a discipline-oriented service, covers only 263 primary publications completely.* Yet 2000 primary publications provide about 90% of the CA nonpatent coverage and approximately 12,000 different nonpatent primary publications contribute to CA nonpatent coverage during five consecutive years. Obviously the proportion of information that is of interest to chemistry is very small in very many of the journals covered, and obviously many of these journals are covered by the information services of more than one discipline.

Coverage overlap leads not only to duplicative abstracting, but also to duplicative indexing. Not all concepts in a given extract are carried into any given discipline-oriented index, nor do all concepts receive duplicate index coverage. However, CAS experiences is that the main concepts of subject index coverage generally do include details which are of concern to two or more disciplines. Thus, there is very significant overlap in concept coverage of secondary indexes as well as in coverage of primary documents by secondary services devoted to different disciplines.

This situation leads to inconvenience for the information user when he must utilize indexes from two or more services centered in different disciplines. These services may be fully independent, partly coordinated, or fully coordinated. Two fully coordinated secondary services would have no overlap in their coverage of primary publications and they would provide full cross-referencing of indexing terminology used in the two different services in each of their corresponding indexes. Clearly, few if any services are fully coordinated today. Rather, at present, almost all of the discipline-oriented services operate fully independently. In those few cases where coordination does exist between services operating in different disciplines, the extent of coordination is very small.

If the appropriate information is to flow into an organized, discipline-oriented data base and remain retrievable, and if the discipline-oriented services cannot afford to independently process the full range of potential primary source documents, then there must be an agreed-upon division of the primary information among the broad-range secondary services. Only then can there be well-coordinated, single coverage of the primary literature. This cannot occur until effective two-way linkages can be built between the secondary services to permit the information user to shift readily from one secondary information store to another information store in a neighboring discipline. When this happens, the overall rate of growth of the literature and the rate of buildup of secondary processing costs can be brought into balance.

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* Completely means every paper in every issue of the journals.

It is important to emphasize, however, that interdisciplinary cooperation and coordination, like the decentralization of CAS operations, will not reduce the expense of processing a unit of information. Again, the unit expense for processing information will be higher than for a single processor because of the additional expense of maintaining administrative and technical coordination. However, since interdisciplinary cooperation reduces the number of units per secondary package, there is a net reduction in the package price for each secondary service. In addition, the user buys coverage of a given segment of the primary literature from only one secondary service.

Interlinkages of the Information Generator, Primary Publisher, Secondary Service, and Information User

Reduction of repetitive processing between the generator of the information, the primary publishing operation, the secondary services and the information users offers the possibility of actual reductions in the expense of processing a unit of information through the full processing cycle. Maintaining compatibility across all or part of the overall information-processing cycle can greatly reduce the total effort required to process a single unit of information. Again, however, the increased coordination required to administer the system will offset some of the gains realized by the increased cooperation.

More Efficient Processing

The unilateral CAS shift to a computer-based processing system will make processing more efficient. The net result will be lower unit-processing expense for information handled in the system, provided that the definition of a unit of information remains constant. Other improvements in processing efficiency can be expected over the long term as a result of new equipment and new techniques introduced through community development or as part of the CAS research and development effort.

The point that should not be overlooked in the development of a computer-based processing system is that it is this system which makes feasible each of the above attacks on price stabilization. All of the major information-handling services throughout the world are facing serious economic problems. Each is considering the many causative factors and investigating workable alternatives to traditional publication processes. The potential of the computer provides a common ingredient of the apparent solutions for many of these services. The shift to an automated system, while it improves individual performance, also offers the additional opportunities identified above. The pressure for developing such interlinks comes not only from the processor community, but also from the user community. Users soon realize that whereas the joint intellectual use of two or more printed secondary services which follow different publication practices causes few major problems, joint use of computer-readable files from two or more processors which follow different recording and/or compilation practices can cause the user serious operational problems. Thus, the users will insist that processors establish compatible processing practices.

Pricing of Computer-Readable Services

With very few exceptions, the large computer-readable data bases which are distributed to the public are derived in combination with the production of printed services. This relationship is likely to continue in the foreseeable future, for sales of the corresponding printed version will continue to provide most of the required support. The buildup in use of computer-readable services over the 1965-72 period offers no indication of an early breakthrough in community acceptance and/or community ability to utilize such services effectively and, therefore, no strong prospect of quick buildup in revenue from these services to shift the balance of support from the printed services. With this background it is not surprising that there is considerable misunderstanding of the approach to marketing of computer-readable information services. This misunderstanding is further extended by the many differences in pricing practices followed by the distributors of computer-readable services and by recent developments in copyright matters. The following points are intended to focus on the reasons for the wide difference in price levels established for the various computer-readable services.

1. Low prices. These are intended to provide revenue to offset only the direct expense associated with distributing the computer-readable files, which are equivalent to the printed publications that provide the revenue to sustain publication. None of the expense associated with producing the corresponding current printed publications is recovered or intended to be recovered from the sale, lease, license, etc. of computer-readable services.

2. Medium prices. These are intended to provide sufficient revenue from the sale, lease, license, etc. of computer-readable files to offset a "substantial" portion of current (i.e., immediately corresponding) expense associated with generating the delivered computer-readable files and the equivalent printed publications.

3. High prices. Prices set so high that the number of organizations which acquire the files will be very small assure that:

    a. The demands on the supplier's staff by users of the computer-readable services will be very low. This practice is almost entirely restricted to governmental information services which are not premised on recovery of the cost of production.

    OR

    b. The distributed copies of the computer-readable services will in no way interfere with the acquisition of revenue from the sale of the corresponding printed publication(s) or service(s) upon which the processor depends to recover the full cost of operation and, where applicable, his profit.

Low and Medium prices are directed toward the same result -- the acquisition of sufficient revenue from the distribution of the computer-readable services to reduce the demands upon the corresponding printed publications as a revenue source. However, these two types of pricing differ in timing, with medium prices aimed at immediate results and low prices aimed at encouraging the community to help in developing the capability to benefit from computer-based information services. (Medium pricing appears likely to lead to data bases available to a much smaller number of organizations and individuals in the next several years than will low prices. Low pricing, therefore, has the likelihood of providing lower per-unit prices for information five years from now than has medium pricing, because low pricing stresses establishing wider participation in use of the system and thus wider availability of the resource files.) If either of these two alternatives are essential to immediate survival, obviously medium pricing is the choice.

The short- and long-range results from any one of the pricing variants will be strongly affected by the administration of the distribution system. The freedom to experiment is essential to growth in utility, increased ease of use, and better economical performance. If the distributing organization does not encourage experiments in using these services, they will not grow into important tools within the next ten years.

CAS has followed and will continue to subscribe to the low-pricing alternative. CAS believes and publicly states that: (a) No large information user can depend upon the services supplied by any single information processor. (b) That the present objective of the marketing of computer-readable services should be to expand the range of users which can benefit from such services without regard to which processor supplies the services used by a given subscriber.* (c) Computer-readable services, if marketed properly, offer a means of gaining appropriate financial support from the benefiting information-consumers of such services to complement the support of users of the printed services, helping to assure overall economic viability of the services.

It is to be noted that computer-readable services in science and technology are used almost entirely to provide alerting services [usually called selective dissemination of information (SDI)]. There has been little development to date of retrospective search capability, and this capability will probably not develop soon except in highly specialized areas.

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* The latter point is illustrated by the CAS invitations to other information processors -- non-profit and for-profit -- in the CAS-conducted seminar on the use of the CAS INTEGRATED SUBJECT FILE in May 1971.

September, 1972

TO: National Commission on Libraries and Information Science

FROM: Barbara Ballinger, Head Librarian, Oak Park Public Library

SUBJECT: Role of the medium-sized public library and its relationship to libraries in its community and region

The medium-sized suburban public library in the Chicago metropolitan area has some of the same opportunities for providing service to individuals from a wide area and some of the same problems concerned with more adequate financial support that exist for the large metropolitan library. Having larger collections and more space than smaller public libraries nearby, the medium-sized public library quite naturally attracts users from surrounding communities. If the larger library is in a retail shopping area or if it houses significant collections of a library system, it has additional attractions to increase its use.

Some statistics from Oak Park Public Library suggest the extent of one library's role in providing service to residents of an area wider than the community in which the library is located. On two days in February, 1971, some 19% of those filling out a questionnaire given to all those who came in to the library were from other communities - suburban and Chicago. In August of 1972 a count of the requests for periodicals in Oak Park's Main Library showed that 45% of them came from residents of other communities and from the Suburban Library System reference service for other community libraries.

Clearly the medium-sized public library provides services which extend beyond the boundaries of its local community; thus there is a clear need for financial support above that provided by the local community.

Some public libraries, such as Oak Park, receive reimbursement from their library systems for providing reference or interlibrary loan services to other libraries, but most medium-sized libraries are not in this position. Their income is derived from local property taxes without supplement from state tax sources.

Presently there is a concern that the local property tax does not provide an equitable means for giving educational opportunities to all residents of a state. Along with this there might also be a concern related to the fact that some communities, city and suburban, are providing services without commensurate financial support.

The medium-sized public library, by virtue of its size, is in an excellent position to give services not only to its own community but also to residents of neighboring communities. However, more equitable financing, with maintenance of local responsibility for library operation needs to be provided if this kind of library is to realize its full service potential.

Other important concerns of libraries of all sizes include:

1. Better ways of assessing community information needs which the library can serve, and more reliable ways of measuring the effectiveness of services given.

2. Development of better and more readily available information about the nation's library resources and standardization of methods of reporting library holdings and operations.

3. The need for improved means of transferring books and information between libraries. Emphasis should be placed on more timely delivery of library materials to the library user.

4. The potential for faster processing of new books in individual libraries through further development of cataloging in publication.

5. Inter-community cooperation for most effective library use of cable TV.

6. The need for effective cooperation in such library activities as provision of telephone reference service beyond usual library hours, automation of circulation procedures, and library publicity and public relations.

SPONSORING ORGANIZATIONS
AMERICAN PUBLIC WELFARE ASSOCIATION • AMERICAN PUBLIC WORKS ASSOCIATION • AMERICAN SOCIETY OF PLANNING OFFICIALS • BUILDING OFFICIALS AND CODE ADMINISTRATORS
INTERNATIONAL INC • COUNCIL OF STATE GOVERNMENTS • FEDERATION OF TAX ADMINISTRATORS • INTERNATIONAL ASSOCIATION OF ASSESSING OFFICERS
INTERNATIONAL INSTITUTE OF MUNICIPAL CLERKS • MUNICIPAL FINANCE OFFICERS ASSOCIATION • PUBLIC PERSONNEL ASSOCIATION • PUBLIC ADMINISTRATION SERVICE

JOINT REFERENCE LIBRARY
1313 EAST SIXTIETH STREET • CHICAGO, ILLINOIS 60637

August 21, 1972

Mr. Frederick H. Burkhardt
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to make some comments to the National Commission on Libraries and Information about special library problems in a metropolitan area. While libraries have always been conscious of a community of interest, the help of the Commission will be welcome in focusing on ways to provide the very best library and information service to all people in all of their various pursuits.

Special libraries have a unique role in any attempt to make information available to people wherever they are and wherever the information is. By their nature special libraries traditionally have served a special clientele, often have served other libraries especially other special libraries, and somewhat less often have served as a general community information resource. Much could be done to extend special library information service. In the Chicago area both the Illinois Chapter of the Special Libraries Association and the Illinois Regional Library Council foster cooperation among libraries. The encouragement of cooperative projects of either or both of these organizations has the potential of developing more service by special libraries to the community at large. Whatever the Commission can do to continue and increase federal, state, and local governmental funding and private funding of such cooperative projects can help materially in making comprehensive library service available to everyone.

Organizing material for use in a special library becomes a problem in many subject areas for which sufficiently detailed classification schedules and sufficiently specific subject descriptors are not readily available. A great deal has been done in the general library community and among special libraries to provide for special subject needs of this kind. There are, however, two important problems in dealing more effectively with bibliographic control in special subject areas. One is the inadequacy of financial support, especially in the humanities and the social sciences. The second is the lack of a mechanism for coordinating special efforts to control highly specialized subject areas and for making such efforts compatible with major existing systems, specifically with the Library of Congress and Dewey systems. Both of these systems are key resources in national efforts for bibliographic control. If authorized scholars in special subject fields could elaborate subject classification schedules and identify the very specific subject descriptors necessary in specials fields in such a way as to make these class schedules and subject descriptors compatible with one or the other of the national systems, might the existing national system agree to recognize such work as an authorized extension of its schedules or subject list? The problems of effectuating a workable scheme for authorized extensions of the two large national classification systems are forbidding indeed. Yet the need for standardizing bibliographic controls appears more and more important as libraries and information systems become more and more interdependent and as the conception of all information being made available wherever it is needed becomes an achievable goal.

Sincerely yours,
Joseph Benson
Joseph Benson
Librarian

WAYNE STATE UNIVERSITY

COLLEGE OF EDUCATION
DETROIT, MICHIGAN 48202

DEPARTMENT OF LIBRARY SCIENCE

August 23, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for your letter of July 17 inviting me to submit comments for consideration by the National Commission on Libraries and Information Science.

One of the great issues facing librarianship, in my judgment, is that of making more effective utilization of library manpower. Currently there is very important work being done in the state of Illinois through the Illinois Library Association with cooperation of the LED and LAD of ALA. This project is known as the Illinois Library Task Analysis Project. The project is currently in Phase III and Miss Myrl Ricking and I are working as consultants to the project. In earlier phases of the project, the Ad Hoc Committee of the Illinois Library Association engaged Social Educational Information Development, Inc. (SERD) of Silver Spring, Maryland, to engage in an extensive task analysis operation. SERD identified 1615 tasks performed in all types of libraries, at all levels, from custodian through library director. At the present time, Miss Ricking and I are producing a Handbook which interprets the SERD data and hopefully will make it possible for libraries at the local level to take meaningful steps to make more effective utilization of the human resources available to them. Our approach has been guided by the principles of differentiated staffing reflected in the 1970 ALA Policy Statement on Library Education and Manpower. This covers positions at five levels (senior librarian, librarian, library associate, library technical assistant and clerical). It is my observation that forces are operating in the U.S. at the present time that seemingly by-pass the concept of differentiated staffing expressed in official ALA Policy. I refer specifically to efforts which in my judgment over-emphasize one level of employment, namely, the library technical assistant, without consideration of the total spectrum of which the LTA is but one part.

I would be pleased to meet before a hearing of the Commission and would suggest the following people as additional resource personnel you may wish to contact: Myrl Ricking and Tom Brown.

Sincerely,

Robert E. Booth

Robert E. Booth
Professor & Chairman

STATEMENT OF THE HONORABLE JOHN BRADEMAS (D-Ind.) BEFORE THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
CHICAGO, ILLINOIS, SEPTEMBER 27, 1972

Mr. Chairman, members of the Commission, first let me say that as a co-sponsor of the legislation establishing the National Commission on Libraries and Information Science, and as the Chairman of the Select Education Subcommittee which has jurisdiction over the Commission, I appreciate this opportunity to express my views on the future direction of the Commission.

EXISTING FEDERAL PROGRAMS FOR LIBRARIES

I think it would be helpful if I first lay the groundwork for my remarks by touching on existing efforts of the Federal government to preserve and strengthen our resources in the library and information science field. And when I refer to "libraries" in the following statement, I trust it will be clear that I include thereby "information sciences" as well.

There can be no quarrel with the proposition that the libraries of the United States constitute a great national treasure. We in Congress clearly hold this view; in recent years we have voted for significant library assistance in three broad areas: public libraries, elementary and secondary school libraries, and libraries in our colleges and universities.

Here briefly, is a catalogue of existing Federal programs to support libraries:

--The Library Services and Construction Act authorizes programs for rural and urban library services, library construction, and inter-library cooperation.

--Title II of the Elementary and Secondary Education Act authorizes grants for school library programs.

--The Higher Education Facilities Act of 1963, and Title II of the Higher Education Act of 1965 help our college and university libraries through grants and loans for library construction, resources, librarian training and research and demonstration.

What have these laws meant in dollars and cents to the libraries of the United States?

--Since 1956, under Title I of the Library Services and Construction Act, $330 million in Federal money has been spent, and this has stimulated over $1 billion in State funds for libraries.

--Last year, $90 million was spent on the library programs of elementary and secondary schools.

--Annually, some 2,200 institutions of higher education participate in the library resource programs authorized by the Higher Education Act, and since 1966 over 10,000 awards have been made totaling $92 million under Title II of this Act.

The Office of Education reports that since 1966 colleges and universities have, as a direct result of Title II of the Higher Education Act, acquired over 11 million new volumes.

It is clear that based solely on the three programs I have outlined, the Federal interest in maintaining and developing our libraries is substantial.

Let me hasten to add that I do not believe for a minute that we have reached the saturation point in providing financial assistance to our libraries. Obviously much remains to be done to enable our libraries to meet the demands now being made on them, not to mention the tasks they will be expected to undertake if knowledge continues to grow at its present exponential rate.

NEED FOR NATIONAL LIBRARY POLICY

But, as I said on convening the hearings to consider the legislation authorizing the National Commission on Libraries and Information Science:

> Our willingness to support library and information science facilities and personnel could conceivably soon outstrip our ability to plan and coordinate, to develop, in short, a national policy on the basis of which such assistance could be given.

It is for this reason I supported the establishment of a National Commission on Libraries and Information Science, mandated to carry out planning, including the establishment of goals, and to make recommendations "to Federal and other public and non-public libraries and information services of ways and means of sharing resources and developing new capabilities."

Your assignment, then, is indeed a broad one. I can visualize the Commission evaluating programs currently established by legislation, and, on the basis of your evaluation, preparing coordinated and well-documented proposals for new legislation.

So let me, then, discuss a few of the areas in which I can see the Commission making a highly significant national contribution to our lives.

First let me ask this question: are we, as a nation, putting our resources where they will be used most effectively?

This question can be asked on two levels: (1) rationalizing the utilization of our dollars and cents; and (2) ensuring that the library and information needs of all of our citizens are being met.

RESOURCE ALLOCATION

Let me speak first, then, to the problem of making sure that our dollars are being wisely spent.

Even a cursory glance through the Catalog of Federal Domestic Assistance indicates that a great deal of Federal money is being expended on library and information science development over and above the major legislative authorities which I have already cited.

And I should note that I have not even mentioned the millions of dollars being spent by Federal agencies themselves to develop their own information-related data bases.

If it did nothing else, the National Commission would help greatly by providing a coordinated survey of what funds are available, of what is being spent, by whom and where, to improve services in library and information science resources in the United States.

As a legislator, I do not look forward to another group pushing some pet project. Rather, I would prefer the National Commission to take a larger view, to "get it all together" so that some perspective on the problems of the library and information science field could be given to legislators, as well as the professional library and information science community, and the public at large.

COOPERATIVE EFFORTS

Another area in which the National Commission could provide an invaluable service would be in evaluating and promoting inter-library cooperation-- which Title III of the Library Services and Construction Act encourages.

We can vastly increase the cooperation between libraries and information centers, and the Commission can be of great value in evaluating achievements in different places and offering advice and encouragement to institutions which have been slow in attempting cooperative efforts.

If you will permit me to use an example from my own State of Indiana, a first class cooperative program is in operation at the four State universities. Indiana, Purdue, Ball State, and Indiana State have entered into an agreement whereby they share the cost of two full-time librarians, one stationed at Purdue, the other at Indiana, who provide special services to the two smaller libraries on interlibrary loan, reference, and bibliographic services.

By means of this program, the smaller State institutions are able to share in the resources available at the larger universities.

This type of arrangment, it seems to me, is a common sense way to avoid duplication of effort and wasted resources. But as you know, better than I, institutional pride and mistrust often make cooperation difficult.

The National Commission, I feel, could be a great help in promoting workable cooperative arrangements of this sort.

The relationship between libraries and information centers is not the only subject on which the best thinking of the National Commission is needed. There is also the matter of the relationship between libraries and archives of all sorts throughout the country.

As the Member of the House of Representatives on the National Historical Publications Commission, which is administered by the National Archives, I am well aware of the similarities and differences-- as well as of the need for joint endeavor-- between libraries and archival institutions.

I hope that the National Commission will contribute to the development of clearer thinking and more effective planning for future ties between these cousin institutions.

EXPANSION OF SERVICES

Now let me turn to what may be termed the human concerns of the library world.

I have said that I have the honor to chair the Select Subcommittee on Education in the Hosue. This Subcommittee deals with a wide variety of programs including: the arts and humanities, vocational rehabilitation, older Americans, and international education, to mention just a few.

Our mutual interest in libraries, and my subcommittee's responsibilities in these other areas can complement each other in valuable ways.

For instance, the National Commission should evaluate how our libraries are serving some of the forgotten people in America: the poor, the elderly, and the emotionally and physically handicapped.

I realize that the disadvantaged, rural residents, and institutionalized and handicapped individuals are being served under the Library Services and Construction Act. But we do not know just how effective these services are for those for whom they are intended.

Nor do we know how many people do not have these services available at all.

Or, let me speak of older Americans.

It is, I think, a national disgrace that we have swept the problems of elderly Americans under the rug.

There are over 20 million persons 65 or older in America, and literally millions of them are left to lead lonely existences often in the most wretched conditions.

What are our libraries doing to help these citizens who have contributed so much to our country?

The answer is, "Very little." Beyond a few innovative libraries which have taken advantage of funds available under the Older Americans Act, few libraries pay much attention to people who are not as spry as they once were, or are losing their vision, or are unable to walk or drive to the neighborhood library.

As just one measure I introduced earlier this year, with Senator Lloyd Bentsen (D.-Tex.), the Older Reader Services Act of 1972.

I am glad to say this bill which would earmark funds for home visits for the home bound elderly, as well as provide transportation to enable the elderly to visit libraries, was included as part of the Comprehensive Older Americans Services Amendments bill which the House passed earlier this year and which is awaiting action in the Senate.

I believe such a program can provide a window to the world for many elderly persons. Many of them have virtually no emotional or intellectual stimulation, and services such as those I have described might help make good on the promises of "golden years," promises which have become a cruel joke for many older citizens.

Without my belaboring the point, you can see that the emotionally or physically handicapped and the poor and the isolated could benefit as well from similarly innovative programs aimed at meeting their special needs.

Let me conclude, then, with a striking statement made by a distinguished librarian, Dr. William S. Dix, Director of Libraries at Princeton University, and Past President of the American Library Association, when he testified before the Senate Subcommittee on Education on the need for the National Commission on Libraries and Information Science.

Dr. Dix said that the library of today:

> "...is not a warehouse full of books. It is a surprisingly complex and sensitive instrument, the central and supporting mechanism for education at all levels, in and out of school, for the development of the new knowledge with which our society must constantly be replenished and for the enrichment of the human spirit."

He concluded by saying: "Libraries have simply become essential to the welfare of this country."

I realize that when I quote these lines, I am only stating the obvious to the members of this distinguished Commission.

But I do ask that you bear Dr. Dix's admonition in mind as you go about your work.

For like Members of Congress, Commissions involved with such vitally important matters as national library policy can become trapped in administrative and financial detail.

While I urge you to become involved in the details of the administration and financing of our nation's libraries, I also urge you to remember that these concerns are not ends in themselves. The ultimate end is that libraries enrich the human spirit, and your charge is to counsel us how we may best attain that goal.

The State Library of Ohio
65 South Front Street, Columbus 43215 (614) 469-2694

September 1, 1972

Mr. Frederick H. Burkhardt, Chairman
The Nat'l Comsn. on Libs. & Info. Sci.
1717 K Street N. W., Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

In its deliberations over the past four years the (Ohio) State Library Board has on a number of occasions reviewed the Nelson Associates' 1967 report, *American State Libraries and State Library Agencies: An Overview*; the 1970 (and earlier) edition of *Standards for Library Functions at the State Level* (ALA, 1964 and 1970); and a number of other analyses of state library roles and operations. Each time our attention is directed toward both the increasingly important role which the state libraries should play in statewide library development and in national planning, and toward a number of constraints which militate against fully carrying out this responsibility. In these comments I would like to address myself to four of the latter, touch upon some of the ways in which we are attempting to deal with them, and suggest three ways in which the National Commission might assist state library boards, commissions, and other lay groups which bear some responsibility for state library functions.

1. *Limited resources as a library which serves the information needs of a sophisticated government*. The State Library serves as a reference library for state departments, agencies, boards, and commissions. A few special libraries such as the Legislative Service Commission and the Department of Taxation are operated by individual state departments, but only three are staffed by trained librarians.

We believe it is important that state agencies be aware of the services available to them from the State Library and that the State Library utilize every possible means to provide access to information and material not available in its own collection.

One of the key members of our reference staff is the State Government Services Specialist, who acts as liaison between state agencies and the library. This staff specialist notifies agencies and individuals of acquisitions in their own fields, assists in the organization of collections and brings information on state programs back to the Library.

Staff teamwork and cooperation between agencies is vital in facilitating access to resources. In the provision of reference and information service, emphasis is placed on indexes, abstracts, and services which will act as a key to other collections. A contract with Ohio State University provides a reproduction service for technical and professional journals. The Union Catalog lists the non-fiction holdings of 35 libraries in Ohio which cooperate in interlibrary lending. A teletype system linking the State Library, the Union Catalog, and two existing networks is being used experimentally to speed interlibrary loan service. A terminal which provides access to the OSU collection locates requested materials in their system and makes them available to state government personnel.

2. Difficulties in recruiting and retaining a highly qualified staff, particularly for library development functions. Working within the state government structure presents us with such problems as non-competitive pay schedules, limited flexibility in adjusting pay scales, difficulties in providing professional staff with the opportunity to participate in out-of-state conferences, and a 10-day vacation period which is substantially shorter than the vacations given most other librarians in the state. These factors make it difficult for the State Library to compete with public, academic, and school libraries for the caliber staff we need.

We have, on the other hand, made full use of some benefits of being a part of state government, particularly through capitalizing on opportunities for management training programs. We have encouraged our staff to participate in a variety of professional development programs, and for the past three years have had a contract with the School of Library Science at Case Western Reserve University for an "Advanced Professional Training Program" which provides brief seminars, related field trips, and other useful continuing educational experiences for our staff.

3. Practical problems in carrying out a coordinating and leadership function for autonomous libraries of different types. The 252 public libraries, 288 branches, more than 62 colleges and universities which maintain libraries on main and regional campuses, the libraries in some 5,037 school buildings in the state, and some 157 special libraries in Ohio constitute a complex of library systems and sub-systems. Inevitably a state library can have only limited effect on their decisions and programs.

In the discharge of its responsibility for a statewide program and the development and coordination of library services, the State Library Board has encouraged the widest feasible participation in planning and evaluation. Our relationships with libraries and such non-governmental organizations as the Ohio Library Association and the Ohio Library Trustees Association respects differing roles. In fact, the Ohio Library Development Plan (1968), resulting from more than two years' work in surveying and analyzing library conditions and needs, includes a basic statement on *local responsibility, state responsibility,* and the *responsibility of the professional and trustee associations.*

In continuing education programs sponsored by the State Library Board and made available to Ohio librarians, there has been an emphasis on management of resources, analysis of needs, and sound planning and development.

We have undertaken a number of steps to increase face-to-face communication between libraries and the State Library. In addition to staff and board participation in meetings throughout Ohio, we have begun a small but important program (also under the contract with Case Western Reserve University) of making it possible for librarians from all sized libraries to visit the State Library to learn about its resources and become acquainted with its staff and programs.

As an agency of state government we have tried to form an alliance with those state agencies which operate programs in which local service outlets might profitably cooperate with local libraries. The statewide BOOKS/JOBS program, brought about through cooperation between the State Library and the Bureau of Employment Services, put Ohio's public libraries in touch with many local public and volunteer groups concerned with the information needs of the unemployed and under-employed. Cooperation with the Department of Economic and Community Development has made possible improved public library service to local government officials, and is now opening new avenues for library use of CATV. State Library cooperation with the Administration on Aging facilitated participation in statewide planning meetings for the 1971 White House Conference on Aging and involved other libraries throughout the state in community forums and task forces. The State Library's Consultant for Children's Services works closely with the State Department of Education and one of their joint concerns has been library participation in the Right to Read effort. Each of these contacts has helped us and other libraries analyze the needs of user groups and has had some influence on our collective ability to develop an appropriate library service response.

4. Developing a program without adequate appropriations. The State Library Board is too dependent upon federal funds for on-going responsibilities which are state concerns. While the state support of State Library operations was substantially increased in 1971, the state appropriation for the library and for state aid ranks well below standards and the support level of other states. Library Services and Construction Act funds have had considerable impact on library services, yet they are less than 3 per cent of the total library expenditures in Ohio.

We have used Library Services and Construction Act funds both to strengthen the State Library's capability, and for grants. These grants have been extraordinarily useful in the statewide library development program. It has been our objective to reduce the State Library Board's reliance on federal funds for operation of the State Library. As the State Library Board secures more adequate funding of the State Library operations, it increases the proportion of funds going into grants, and such grants to public libraries are an increasingly important priority of the State Library Board.

While we have been successful in securing increased appropriations for the State Library from state sources, we have experienced the effect of the drop-off of federal support. While 1972 LSCA funds were increased over 1971, they were less than the amount available five years ago. At this moment, after the August 16 veto of the HEW appropriation, we are experiencing the uncertainty of operating on a continuing resolution which provides less money for LSCA programs than was available in 1972.

The federal Library Services and Construction Act has made great advances in library services, but appropriations have always fallen short of the authorization. At the same time we recognize the need for state appropriations for a greatly expanded state aid program which will solve our problems in the uneven distribution of library resources: 64 per cent of the books, 74 per cent of the staff, and 64 per cent of the tax income of public libraries are in the libraries of only 12 counties. The per capita income of libraries ranges from $8.23 in the highest county to 76¢ in the lowest. Merely adding resources on a library or county basis will not solve this problem and funding and implementation of the Ohio Library Development Plan will provide the regional systems and network development needed to remedy this.

As the president of the State Library Board, a former trustee of the Akron Public Library, and as a social worker, it concerns me that library resources are not fully used by people who need information most. There are thousands of people in our state whose lives could be immeasurably enriched if they were to discover and use their libraries. I am concerned that trustees and staff make more direct contact with the people we are trying to serve and that we make such changes in our library service as might be necessary to meet these needs. I am pleased that the State Library Board has made it possible for a number of Ohio libraries of different sizes to develop new programs for special needs, and I believe that some of these projects have been instrumental in these libraries' re-directing more of their own resources to these needs.

Most of the problems I have outlined here must be solved by Ohio people, but they are not unique to Ohio. I will suggest three ways in which the National Commission could assist us and other states. These are:

1. Bring to the attention of the President and the Congress both the significant impact which limited LSCA funds have had on services to people, and the need for adequate LSCA appropriations.

2. Bring statewide library services needs and state library agency needs to the attention of the Council of State Governments, the National Governors' Conference, and the National Legislative Conference.

3. The National Commission might take leadership in bringing together the members of state library boards and commissions in some kind of brief assembly along with government officials and users to examine common problems and possible solutions.

As I explained in my earlier correspondence, I regret very much that I will be unable to be in Chicago September 28. I wish the Commission well in its deliberations and look forward to its accomplishment.

Sincerely yours,

Raymond R. Brown, President
State Library Board

RRB:NC

CC: Mrs. Philip Saginor, V. Pres.
Mr. Joseph F. Shubert

THE JOHN CRERAR LIBRARY

William S. Budington
Executive Director
and Librarian

SCIENCE • TECHNOLOGY • MEDICINE

August 7, 1972

STATEMENT

Prepared for the
National Commission on Libraries and Information Science
by
William S. Budington
Executive Director and Librarian
The John Crerar Library

Through invited statements and in its hearings, the Commission will, without doubt, view an exceedingly diverse picture of resources, needs, problems and communities. We wish, as suggested, to touch on specifics of urban area information needs as they affect Crerar Library; on the fiscal problems of this unusual type of institution; and on some immediate and longer range remedies.

One view of the metropolitan area sees the proliferation of jurisdictions, of units of government and their service agencies, many of which require and may provide information. Another view sees the concentration of developing institutions, of new universities, of community colleges. Still another view notes the fantastic spectrum of information users, from pre-school to Nobelists to industrial exploiters of technological breakthroughs. And finally, there is the overwhelming flood of new publications, some (but not all) of which carry new information. Not all of these factors are unique in metropolitan areas. But, together in the urban pressure cooker, they produce an educational and intellectual brew of bewitching portent.

Many new information resources have been born into this context. The existing prior corpus of recorded information, however, needed by most organizations at one time or another, is to be found only in the true research libraries, at major academic institutions, a few public libraries, and the independent research libraries. The pressures on these resources, from all quarters, have grown to a tolerance-straining level.

Within the above complex, the independent research libraries have particular missions and unique needs. To a degree not matched by any other type of library,

35 WEST 33RD STREET CHICAGO, ILLINOIS 60616 TEL. (312) 225-2526

the independents have significance at national and international levels - Crerar, Newberry, Linda Hall, Huntington, Folger and so on. While in some instances, substantial use of these resources is made by local and regional users, the recipient demography is found to be exceedingly extensive. Crerar's statistics are of interest on this point. As part of its support program, Crerar offers memberships to individuals and to institutions. (While any individual may use the resources on the premises, the borrowing privilege is extended only to members.) Its 383 current student members, contributing to the support of the Library, come from 56 educational institutions in seven states; in addition, of course, are the thousands of non-contributor student users. The 309 corporate and institutional members are located in fifteen states and two provinces. During 1971, photocopy and loan services were provided to 1,556 different organizations in 47 states, and to 137 institutions in 31 foreign countries.

Not only is the service pattern unconfined by organizational parentage, but the administrative, acquisitions and service programs have the advantage of independence and flexibility to meet a wide variety of requirements and opportunities. Collection development need not hew to curricular patterns, but can instead specialize to great depths and/or aspire to great breadth of coverage. Response is thus possible not only to individual disciplines but to interdisciplinary developments and mission-oriented needs.

But with these singular accomplishments come singular problems, mainly fiscal in nature. Most of the independent research libraries were established years ago by munificent bequests. Despite the changed economics of the times, there hovers about these institutions an aura of wealth which, in most instances, is no longer real but which eliminates them from first considerations of charity or the need for any external support. They are not eligible for local tax support funds. They are not eligible for federal support funds from the Library Services and Construction Act. They are not fully eligible for grants under provisions of the Higher Education Act; recent amendments qualify them only to the extent that they "provide library and information services to institutions of higher education on a formal, cooperative basis." This is effectively no help at all to their real needs. Furthermore, the continuing existence of such libraries is threatened by tax reform provisions applicable to private foundations, taking no cognizance of the essential nature and objectives of library and similar institutional endowments.

Remedies to the foregoing specific ills are readily apparent. Legislative changes are urgently needed to rectify the inequities. The programs of these libraries in large part support the research of students from educational institutions; such programs should be equally eligible for financial support, without the requirement for formal, cooperative arrangements. The fact that Crerar is a public library obviates the need for formalities, and most other similar institutions are accessible without contractual rigmarole. Likewise, sensible revision of tax legislation seems a reasonable suggestion.

Finally, consideration should be given to recognizing the private research libraries - and possibly others as well - as intellectual resources of national import and significance. In their absence, needed resources either would not exist, or would be wastefully duplicated at enormous and competitively magnified cost. A currently popular prescription is the imposition of "user charges," and the insistence on "cost-benefit" justification. There is no social yardstick known which is capable of providing such accounting with respect to information resource management . The notion that research resources can be self-supporting short-sightedly fails to distinguish the orders of magnitude and real origins of the costs.

Designation as regional or national institutions of assured strength and continuing presence may indeed be required if they are to survive and grow, instead of wither and disappear. As a Midwest college president feared for his institution, the independent research library director can also say, "A slow death as we are experiencing [may go] practically unnoticed." Unnoticed, that is, until the academic and other research communities are suddenly faced with a void, where once there was the basis and foundation for achievement.

CRPL

CEDAR RAPIDS PUBLIC LIBRARY
CEDAR RAPIDS, IOWA, 52401

Good Public Libraries Help Build Strong Communities

August 14, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street NW
Washington, D.C. 20036

Dear Mr. Burkhardt:

I am writing in response to your letter received July 18, 1972, in regard to my thoughts on public library development in the medium-sized community. For the sake of brevity, I have outlined several areas and trends which I see occuring and have deliberately omitted an excess of statistical information. I am sure you have heard most of these arguments many times, but I hope they are not too redundent.

1. With the rise in broad independent study and educational opportunities and the "need to know" to function in our increasingly complex society, access to and utilization of both printed and audio-visual materials has become essential to personal development. Acquiring, housing, and effectively distributing the materials produced by the most sophisticated informational explosion known to man to meet these needs on the local level is perhaps the greatest and most frustrating challenge facing medium-sized public libraries today. It appears evident that in addition to offering outreach services and traditional services, medium-sized libraries will witness and bear the burden of an increase in the next few years as informational and reference centers by persons of all ages, but particularly by the non-student adult.

2. For at least seventy-five years, effective coordination of all library services in a given community has been discussed, but the progress toward this goal has been small. One of the major obstacles in this quest has been the need to preserve the primary purpose for which a specific type of library exists. Instead of structuring different types of libraries under a "coordinating" administrator or merging various types of libraries, local libraries might consider the possibility of forming a federation or council to facilitate communication and joint planning of services. The Cedar Rapids Public Library is currently participating in a metropolitan reference cooperative with local industrial, college,

public, and private libraries. Two recent results of this interaction has been the interchange of purchases and the development of a computerized union list of serials. Any person served by one library in the co-op has direct personal access to any other library's collection in the co-op on a referral basis. Support for the cooperative has been on a local nature which indicates that it is worth doing whether or not Federal monies are available for such a purpose. The cooperative has been a great help in utilizing local resources (public and private) for the benefit of the entire community. The day of a medium-sized public library meeting all informational inquiries or requests for materials from within its own four walls is gone if indeed in reality the possibility ever existed.

3. Changes in copyright law appear likely in the next few years and these will be extremely important to the medium-sized public library. Unlimited copying is certainly not fair to authors and publishers and the development of sophisticated copying machines at an affordable cost to medium-sized public libraries has probably accelerated the inequities in an ancient copyright law. However, if photocopying is too severely limited or assessed a high fee as compensation to the copyright owner, a real burden will be placed on the medium-sized public library. I would hope that the National Commission on Libraries and Information Science would spend some time studying this area with the possibility of reaching the most desireable recommendations for changes in law which would be mutually advantageous to authors, publishers and library users.

4. Inadequate space for books, people, staff, and new services is one of the major problems facing effective public library service in Cedar Rapids. We currently occupy a Carnegie library building built for a city one-fourth the size of Cedar Rapids today, to which three small later additions have been added leaving a main library 23,000 square feet short of meeting the 1969 minimum American Library Association standards. The main building is further restricted due to a broken floor plan and poor mechanical systems. For example: The two story building has nine random levels. Three air conditioning systems and six window units are in operation and yet 40% of the main building is not air conditioned. Our children's librarian has her office on one level, her library on another, and her story-telling area on yet another level. The Adult Department was built to accomodate 28,035 books. Yet today there are over 83,000 books in this part of the collection not to mention thousands of records, 15,000 bound periodical volumes, 50,000-60,000 pamphlets, government documents, 700 telephone directories, 8mm and 16mm films, thousands of paperbacks, and much more. George S. Bobinski in his recent book "Carnegie Libraries" indicates that 1,137 Carnegie buildings are still

operated with substantially the same exterior as when they were first built. Thus, the problem must be one that is being faced in countless medium-sized communities. With the tying of construction funds to the property tax, the future replacement or expansion of these 60-70 year old buildings does not look bright. The problems posed by out-dated, inefficient physical facilities will become even more acute in future years in hindering the medium-sized public library's ability to provide the quality of service it has so ably done in the past.

5. As communities continue to grow in population and diversity, increases in the number of both professional and clerical staff members is anticipated if a high standard of public library service is to be maintained. American Library Association standards indicate that the Cedar Rapids Public Library should employ 4 additional professional librarians and 12 additional clerical staff. Most medium-sized pubic libraries do not appear to have adequate staffing and this will become even more critical as the public user presents his demands for increasingly sophisticated services.

6. The complexity of the various aspects of our society today requires that individuals have access to information and supportative materials in order to lead moreproductive lives. Cedar Rapids, with a wide variety of excellent libraries, is located in a county public library service and is surrounded by many towns that either have no public library service or inadequate service. It seems incredible to me that as we approach the two hundredth anniversary of the founding of our country and the twentieth anniversary of the 1956 Federal Library Services Act that there are large numbers of rural adults that do not have any access to a library of any type. As medium sized cities become identified more and more as cultural, economic, and educational centers in their geographical setting, development of the medium sized public library as a regional library center appears to be a reasonable developmental goal. Such a system could be structured to protect local interests and preserve the desireable effects of local pride and participation in planning library development. Larger and more specialized collections could be utilized as back-up resources provided fair and adequate compensation of those services could be paid. The introduction of State and/or Federal aid on a more massive scale would certainly accelerate this process. A funding switch from a property tax dependency to financing by an income tax would also probably accelerate the process of delivering library services to rural areas.

7. Extension programs of service to those persons in need of special types of services, such as inmates of correctional institutions, the homebound, the culturally disadvantaged, the blind and handicapped,

> the elderly, persons suffering from short-term illnesses, and the chronically ill are generally lacking or inadequate. Hopefully, the next few years will see an increased emphasis on the development of special extension services to persons who for one reason or another cannot utilize the traditional concepts of public library service. This projected goal is in keeping with the ideal of universally available public library services.

I have included a background sheet on the Cedar Rapids area for your information in evaluating my comments. Obviously, I am very much influenced by the nature and composition of the community in which I work and you should take this into account. The following is a list of services which have been implemented at the Cedar Rapids Public Library within the past two years. These are in addition to providing the more traditional adult reader's assistant, reference, extension, and children's services and illustrate the demands that are being made on medium-sized public libraries. My personal evaluation is that demands of this type will increase rapidly rather than decrease.

1. The Cedar Rapids Public Library is working with a volunteer cadre of approximately twenty individuals at a local hospital to provide library service to short term patients.

2. A drug education program is currently being developed at a cost of approximately $25,000.00. This program is financed by local funds combined with a L.S.C.A. grant and involves several social service agencies and the Cedar Rapids Community Public School System. It is being administered by the Cedar Rapids Public Library.

3. Service is currently being directly delivered to the Linn County jail; Special Problems Center; Meth-Wick Manor (a home of primarily elderly person); the Home For Aged Women; and similar organizations in the community.

4. A books-by-mail program is being conducted which provides delivery of library materials for an individual who cannot use existing public library facilities.

5. The Cedar Rapids Public Library is a member of the Iowa Library Information Teletype Exchange which allows rapid location and delivery of interlibrary loan materials.

6. A Friends of the Public Library organization came into being in March, 1972, to aid in the development of library programming.

7. The Cedar Rapids Public Library recently joined a 16mm film cooperative to at least provide the beginnings of 16mm film service to the community.

8. The Cedar Rapids Public Library is an associate member of the Periodical Center of the Associated Colleges of the Midwest. This has greatly expanded local access to periodical articles.
9. A dial-a-story program is in operation which allows pre-schoolers to hear taped stories over their home telephone by dialing a pre-determined number. Over 175,000 calls should be handled by the automated equipment this year.
10. Increased emphasis is being given to utilizing automation for clerical routines.

I hope that you find this letter of value as you pursue your very difficult task. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Tom Carney

Thomas L. Carney, Director
Cedar Rapids Public Library

TLC/lkg

Enclosure

National Commission on Libraries and Information Science,
September 27, 1972, Midwest Hearing, Chicago.

Written Testimony submitted by Robert F. Cayton, Ph.D.,
Librarian of Marietta College, Marietta, Ohio.

My name is Robert F. Cayton and I am librarian of Marietta College, an 1800-student liberal arts college, located in a southeastern Ohio town of 17,000 population. My 21 years of professional experience include 18 years as a library administrator and consultant, the presidency of a state library association, and long service as a member and officer of the Board of Trustees of a regional computerized system of library services.

It is a pleasure to share with the members of the Commission some thoughts regarding the local and national needs of libraries as the Commission seeks to set its priorities for action.

The basic reason for a library's existence is to provide information to the people. The best collection of books and the finest facilities are not really a library unless the collection and facilities are staffed by an aggressive, knowledgeable, and intelligent staff, and are used by the people to increase individual knowledge and thereby, collectively, the knowledge of society.

Never before in recorded history has the local library required as much aid to develop with speed and in a rational manner the enormous potential of its resources. While financial aid will always be welcomed by every librarian, I am thinking at this time of other kinds of aid which can be drawn from the human and technological resources of this nation. The local library of whatever type and size must take advantage of any means available to it in our highly sophisticated civilization to secure, organize, and service the collections of library materials. The ultimate aim of every librarian should be the provision of quantities of materials and quality of services sufficient to answer the essential informational requirements of its clientele. Libraries must be user-oriented.

Traditionally, librarians have gone beyond the limited boundaries of the local library to obtain the answers to the myriad questions which library users ask. This is the basic premise of the present interlibrary loan system and the universal borrower's card, as well as cooperative acquisitions plans and contractual technical processing programs. But it is very apparent to the reference librarian, and to the cataloger, that these programs do not provide total answers to the problem of providing information services. Not only are these programs failing the librarian, but the cost of locating and transporting materials among libraries is now prohibitive. It can be said, then, that libraries are caught in the tightening vise of the increasingly heavy crush of their clients demands for information and the ever accelerating rise in cost of services.

It is my opinion, therefore, that the local library should now turn with all deliberate speed to the world of technology for help in solving the problems of bringing client and information together at the appropriate moment. Permit me to cite an example of what I mean.

Marietta College is participating in a computerized system of on-line shared cataloging provided by the Ohio College Library Center, an on-going, cooperative, regional library system based in Columbus, Ohio, and presently serving some fifty Ohio academic libraries. In the near future the public libraries of Ohio and several other regional library networks will be utilizing the services of the Center.

The use of the OCLC system at Marietta College is dramatic. Careful utilization of the on-line shared cataloging system has permitted the Technical Services Division to catalog 23% more titles during fiscal 1972 than were cataloged during fiscal 1971, with a 50% reduction in professional cataloging time and no additional clerical or student help. At the same time, the personnel of the Division processed, through reclassification, as many volumes as had been added during the fiscal year, thus in effect doubling the production while halving the professional cataloging time. The professional time saved was allocated to the Reference Department, thus increasing the potential effectiveness of the library's service to students and faculty.

The on-line shared cataloging system is only one of several systems planned by the Center. A serials control system and an ordering system are in the process of being implemented and should be operative within the next year or two. It is a challenge to plan for the activation of these additional systems and to anticipate further savings of time and cost per student, a cost which hopefully can be passed on to the student himself in efficient and excellent library service.

It is my suggestion to the Commission that it give top priority to the development and support of a national network of regional computerized library centers such as OCLC. A national system of networks would revolutionize library services for every type of library. For the local library, such a system would retard spiraling costs, reduce the geographical isolation of many local libraries, and effectively curtail the time element in library processes, all to the benefit of the library user. It would also relieve some of the pressure placed on the Library of Congress by the local library. For a variety of reasons too numerous to include here, librarians should remain insistent that the Library of Congress maintain, with adequate government support, the awesome role of the national library. But it is time, I think, that the local library cease looking to LC to solve all its problems.

In order to establish an effective network of computerized library centers, decisive action on a national level must be taken in two areas: 1) a great deal of basic and applied research in relevant areas, e.g., library management, must be done, and 2) the concept and practice of library education must be closely reviewed, restructured, and revitalized.

Librarians must find some definitive, hard answers to certain questions. For example, 1) who uses their libraries and why? 2) what constitutes a basic reference collection? and 3) what is the actual value of reserve book systems? Librarians have merely guessed at the answers to these and a host of other questions through the past centuries. Is subject cataloging of sufficient depth? Can the card catalog be replaced by the book catalog? I do not understand why book and non-book materials are treated as oil and water by librarians. The client is seeking information; he doesn't care where the librarian finds it for him. He cares only that the information is obtained. In sum, it is obvious that librarians must undertake research in many areas. A fuller utilization of technology would certainly be a boon in this type of research.

Lest any librarian believe I advocate replacing librarians with machines, let me assure him, I do not. What I am suggesting, however, is that librarians employ the tools and methods of technology in their libraries in order to bring about better library service. Therefore, it is my belief that a second high priority of the Commission should be the establishment of a nationwide program of basic and applied research in all areas relevant to library services. This program should be directed by librarians with advice from experts in many fields, such as electronics, management, and economics.

I have referred to the fact that appropriate use of technology in libraries helps to free the librarian from onerous, routine duties to allow him the time to work more closely with his clientele. This fact, I know, frightens many librarians. It creates a feeling that their jobs are insecure. In my opinion the most intelligent way to alleviate these fears and to develop the real potential of librarians is to teach them how to live and work in our new and rapidly changing environment. It is my contention that library school curricula must be restructured to provide the student with training in the behavioral sciences, among other things. I think that librarians must know how to "catalog" people as well as books. In addition, intensive programs of in-service training must be created and maintained on a regional basis, so that librarians may, as needed, avail themselves of the new technology.

Every librarian believes that the book collection is the most important element of a library, and that the only resources in a library are found on the printed page, or on electronic tape, or film. This is, and certainly must remain, true--up to a point. But librarians must realize that the most precious resource of any library is the library staff member, who is the real key to the knowledge stored in the library stacks. Too often libraries are characterized as dusty warehouses and their staffs are unknown and forgotten members of the community.

Many library educators and library administrators fail to develop the assets of their staffs. The technical training of librarians should be minimized and training in how to work with people should be maximized in library school curricula. The talents and knowledge of librarians often remain untapped by clients because librarians have been trained to be indexes to books, not indexes to "books and people." The Commission, in my opinion, would perform a magnificent service to the profession if it provided the impetus and the on-going leadership which would be necessary to review, restructure, and revitalize library education.

While there are certainly many other areas of concern to librarians, it is my belief that local libraries and the nation as a whole would be well served if the Commission established as priorities, for immediate implementation: 1) a nationwide network of computerized library centers, 2) a nationwide program of basic and applied research in all areas relevant to library services, and 3) a nationwide review, restructuring, and revitalization of library education.

Thank you for this opportunity to voice my views.

August 15, 1972

The State Library of Ohio
65 South Front Street, Columbus 43215 (614) 469-2694

September 1, 1972

Mr. Frederick H. Burkhardt, Chairman
The Nat'l Comsn. on Libs. & Info. Sci.
1717 K Street N. W., Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for this opportunity to present this information to you regarding the role of the State Library in developing statewide library programs. The State Library of Ohio, like many other state agencies, is changing its emphasis from operations to a role of planning and coordination. There are compelling reasons why the state library at this time should assume greater responsibility for planning and coordination of services in the state.

First we see the needs of the people changing. There is a greater demand for library service, and better service. The role of the local library whether it be public, school or university, has changed substantially within the past 10 years.

Also libraries are encountering problems in coping with the proliferation of materials which is coming out in all fields -- including many fields which never before were represented in library stacks. The format of these materials sometimes adds to the problems of the libraries and technology brings more types of media into our libraries of all types, books, films, records, cassettes, TV tapes, computer tapes, etc.

Rising costs not only of materials but for salaries and development of specialized services have produced major and continuing problems for libraries.

We have seen changes in the past few years in the organization of various levels of government and we can expect more. There is a stronger stress on a systems view of service and the concept of a public service delivery system to people. With government reorganization and the concept of a public service delivery systems to people come new patterns in taxation, financial support, and organization. There is a greater competition for the tax dollar in the financing of public service.

STATE LIBRARY BOARD
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The State Library of Ohio, like many other State Libraries, faces difficulty in planning and development because of limited staff and money. Nevertheless, we have made significant advances in the recent years. As a state agency we work with autonomous systems. Much of our work requires a measure of consensus and this in turn requires the interest, cooperative efforts, and agreement among libraries, the State Library, professional associations, and library interest groups in the state.

After a major statewide survey of Ohio libraries and State Library services was completed in 1967, an Ohio Library Development Plan was formulated and new library legislation for the State Library and for the development of regional library systems was enacted in 1969. Accordingly, our work has been toward the implementation of systems and networks, and the Library Development Division of the State Library of Ohio has as its four major objectives:

1. To develop a program for the statewide utilization of the information sources available in Ohio's major libraries.

2. To encourage libraries to develop programs attacking basic social economic and educational problems.

3. To develop sound financial organizational structure of library services.

4. To administer federal and state subsidy funds fairly and effectively.

Staff work through consultant visits, committee work, grant programs, continuing education and research is directed toward these objectives. Through the Library Services and Construction Act grant program the State Library has been laying the groundwork for regional systems, and has been encouraging libraries to evaluate their programs, objectives, and services.

We also have a priority on statewide reference and information network development. LSCA funds have been used to fund network components, testing parts of the system. While much of this has centered around public libraries, cooperative developments including school, academic and special libraries have also been funded.

Through seminars, workshops and other continuing education programs the State Library has endeavored to bring together librarians of academic, public, school and special libraries. These programs have opened up a channel for an interchange of ideas which could not have otherwise been established. The State Library has taken a leading role in upgrading professional development and has increased opportunities for professional librarians to advance and grow within their field. Public, school, and university librarians throughout the United States have participated in the Miami University Library Executive Development program. This seminar in management was originally designed by the State Library of Ohio and Miami University for public librarians in Ohio. Through this program librarians have become more aware of management problems and solutions and have been able to evaluate their systems for better utilization of resources. Its success encouraged Miami University to establish the program on a self sustaning basis and open it to librarians throughout the nation.

These programs are illustrative of the effort which the State Library, (like other state libraries) has undertaken because of its committment to greater utilization of all library resources in the state.

There is a greater job ahead, particularly in cooperation and coordination of different types of libraries. Librarians from different types of libraries are aware of problems and perhaps of statewide development needs in their own type of library, largely because they are made aware of this through contact with their collagues and through their professional association. They also have a working knowledge of resources and problems of other types of libraries in their own community or area. However, our experience in the 1971 Library Standards and Planning workshop on inter-library cooperation shows that few librarians have a thorough knowledge of overall library needs statewide. The State Library is the agency which is most likely to have this awareness because it has statewide responsibility. However, it is often difficult to ascertain or document some of the needs of varying types of libraries because statistical information is fragmentary and not uniform.

There needs to be more coordination effort assisted by federal funds, (LSCA, ESEA, HEA, and others), so that library resources and services in Ohio may develop on a total utilization basis instead of on a piece-meal basis. Since the State Library and all types of local libraries have a committment to the development of improved services, it is important that communication among them be open. But there also needs to be a closer communication between the state agencies and the federal agencies in planning and evaluation of programs, particularly in federal discretionary programs which distribute directly to individual libraries. Unfortunately today we can see the USOE requiring state-wide plan for Library Services development, and at the same time making grants in that state without consultation to that plan.

I would like to suggest the following points for possible review by the National Commission in developing their priorities:

1. That the National Commission bring to the attention of the President and the Congress the need for increased funding in the Library Services and Construction Act (especially in the Title III Inter-Library Cooperation Program). Increased funding must also be urged for other federal programs with library components, particulatly ESEA and HEA.

2. That the National Commission bring to the attention of the U.S. Commissioner of Education and the Associate Commissioner of the Bureau of the Libraries and Learning Resources the need for the Unites States Office of Education to coordinate its descretionary grant programs with the long range planning and development efforts of the state. State Library agencies should have at least the opportunity to comment on federally funded programs which are initiated in their states.

3. That the National Commission take the initiative in the planning and development of a centralized information retreval system of library studies and research in progress.

4. That the National Commission call attention to the need for adequate information and statistics on all types of libraries and to support the adequate funding for the National Center for Educational Statistics.

Very truly yours,

Richard M. Cheski
Assistant State Librarian
for Library Development

RMC:vg

NORTHERN ILLINOIS LIBRARY SYSTEM

September [illegible], 1972

TO: NATIONAL COMMISSION ON LIBRARIES
and INFORMATION SCIENCE

FROM: JACK CHITWOOD, DIRECTOR
ROCKFORD PUBLIC LIBRARY
and the
NORTHERN ILLINOIS LIBRARY SYSTEM

SUBJECT: RESPONSE TO YOUR INVITATION

I appreciate the opportunity to make the following comments in response to your invitation and shall be happy to elaborate further should you wish. Please keep in mind that I'm not concerned about the terminology used for the institutional cover by which we and our successors may refer to the housing of these services and materials, but rather the quality and quantity with which we make them available to our total population.

(It is appropriate here, I think, to indicate that Illinois will be holding a very important conference next year, the purpose of which is to explore and perhaps develop a total approach to the solution of the problem of providing all our people with the (library) materials and services they need, when and where they need them, and at a level appropriate to their need.)

1. The provision of (library type) materials and services is a necessity to support our way of life.

    a) The permissive availability of these materials and services at whatever level a community (be it political or formally educational) wishes can no longer be tolerated.

b) These services must be mandated from the level of the largest political unit we can coerce and established at the highest level of competence we can imagine.

c) They must be accessible without inhibitions to all our people.

1) This applies to the services in formal educational situations as well as to the general public. The majority of educational institutions tolerate the library requirements of accrediting agencies fund sources at the lowest level allowed and are not generally service oriented.

2. Systems appear to be the best approach to the equalized provision of the services and materials.

a) Systems are able to equalize opportunities for access and provide superior services and collections within their boundaries and between each other much more flexibly and effectively than smaller units.

1) The provision of adequate duplication as well as the inhibition of unnecessary duplication can be administered more effectively from a wider base.

2) Recruiting, continuing training, and scheduling of personnel in more appropriate and rewarding assignments can also be accomplished more effectively.

3) Care must be taken to assure a large enough base; there are too many instances of systems with inadequate bases.

4) The dependence on cooperation as a preferred tool for accomplishing anything should be abandoned.

b) System responsibilities should include provision of the various types of services and materials needed by individuals and groups, organized and unorganized for the total area, population, and institutions encompassed.

1) Thus the formal educational community must be supported, but equally, and perhaps even more important, is adequate and appropriate support for out-of-school individuals and groups.

Systems should be developed with strong administrative units having the requisite authority and support, financial and otherwise, which can assure the development (including necessary research activities) and provision of the appropriate services properly located, and can in turn provide adequate support for local situations as these become known.

1) Systems should develop flexible (mobile) solutions to support problems.

3. Library services, in whatever institutional form they may be developed, should be divorced from local political control.

a) The concept of local autonomy for library control is not really defensible when we speak of quality and quantity of materials and services.

b) The total problem of citizen control of public institutions needs study in depth. As it applies to libraries, the prevailing board of "lay" citizens is outmoded. It was developed before there was a professional cadre to support such services.

c) Strong control should be exercised from the highest level.

1) Such control is necessary to see that our people are assured of quality service all the way down to the individual.

4. Financial support should be on a matching basis.

a) Support from the top (federal at present) should be available only if the mid-unit (state at present) is willing to assure a specified proportion at its level and will require the local unit to provide the remainder.

1) Support "in kind" should not be acceptable.

b) Support should be based on flexible formulas.

JRC:wm

illinois masonic medical center 836 WELLINGTON AVENUE · CHICAGO ILLINOIS 60657 · TELEPHONE AREA CODE 312 525-2300

NOAH VAN CLEEF MEDICAL MEMORIAL LIBRARY
Harriette M. Cluxton, Medical Librarian

On Special Libraries in The Health Field

The dominant special libraries in the medical and health fields for many years were those of the medical schools, the medical associations, and the federal government. Most hospital libraries were those for patients in institutions offering long-term or custodial care. What libraries there were in general hospitals were operated for the medical staff, and largely supported by them - the "Doctors' Library". If the hospital operated its own nursing school some sort of library service was developed for the students.

Today the Hospital Library is the real work-horse in the medical and health field. But it is still struggling to change its image - to catch up with the rapid changes imposed upon its parent institution by such forces as the extension of insurance plans, pressure for accreditation, rising costs, government controls, etc., as well as the new concepts of the role of hospitals in health care, and the reflection therein of advances in medical knowledge and technology.

"Patient Care" is still the reason for everything that goes on in a hospital today. But most librarians never see a patient; typically he stays less than a week (or is never

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admitted at all), he doesn't need or can't absorb bibliotherapy; and his reading-for-diversion needs can be met by volunteers with their book trucks stocked with best sellers in paperback.

Increasingly, nursing students are being trained elsewhere, but the hospital is getting more deeply involved in other facets of education.

For one thing, more medical students are in the hospital, and sooner. Materials adequate for attending staff and residents must be supplemented with texts and handbooks, and more instruction in using libraries must be provided.

More importantly, the last 20 years has seen a tremendous increase both in numbers and in diverse titles of workers in the health fields. The Manpower Administration's 1971 Revision of Job Descriptions identifies 55 new health jobs. It also states that only a little more than one third of total health service personnel are the doctors, dentists and nurses - the medical professionals for whom some library service has traditionally been available.

What are we providing especially in hospitals for the other two-thirds? "Career ladders" are discussed, but what concrete help are we giving employees toward their self-improvement? Toward their improved performance on the job?

This is the new slant on education in the hospital today.

I feel that here is an area the Commission might well investigate. The majority of workers in the health fields have sketchy library service, if any at all. What library funds there are tend to be used for medical education and research - not more than a trickle gets directed toward the paramedicals, technicians, non-medical professionals and supportive personnel.

As well as urging some redistribution of funds into this area, the Commission might well encourage the production of printed materials suited to these readers. Right now, there is one paramedical dictionary and a few terminology books and medical secretary's handbooks which have won wide acceptance. In well established fields like Rad. Tech. there are textbooks and even a few journals. But for the vast number of health service employees, there is a striking paucity of suitable career-related literature. A. V. materials are developing slowly.

The health field grows in all directions today, not just according to "what the doctor ordered". Every new program the Hospital envisions or eventually adopts is reflected in the Library's work. For example, we research before the grant application is written, dig up materials on planning facilities, perhaps help write job descriptions and promotional pieces, stock books for training the new personnel involved, etc.

Subjects like sociology, economics, social work, social psychiatry, management, and especially law must now be represented in our collections. This is a far cry from the medical, nursing and a few general reference books of yesterday's libraries.

I'm sure the Commission has been urged before to back reform of the copyright laws. Not only must provision for the traditional "single copy for scientific and scholarly purposes" be protected, but true recognition must be given to the fact that inter-library loan is the life-line of the Hospital Library. Forced by the varied nature of their clientele and the wide range of subject matter required for their needs - at the same time usually restricted by funds and space and traditional attitudes - few hospital libraries could function well if this vital source of assistance were cut off. And production of multiple copies of articles to be used within a health institution for instructional purposes should be freely allowed.

Thanks to the growth of the Regional Medical Libraries with their networks and other services, and to the stimulus of the Regional Medical Programs, Hospital Libraries are finally off and running. Hospital Librarians are being listened to in professional circles, and there is even a textbook on how to run a Hospital Library coming off the press this summer (a bit late?). My remarks have been slanted toward Hospital Libraries because we are the majority of libraries in the fastest growing part of the economy—health services. Our strength is in the magnitude of our challenge and the courageous determination with which we face it. Very few are so fortunate as I have been, for whom financial and administrative support have been generous. The Commission can help the vast majority of us by recommending more adequate funding for health care libraries (even from the private sector - why should so much be for research?), strengthening of the Federal programs now in existence, and by zealously resisting their curtailment; by urging recognition of status of libraries and librarians in this field; by encouraging the development of suitable literature and supporting copyright law reform especially in its inter-library loan aspects; and, in short, by recognizing and abetting the growing importance of the health service sector of the Library Community.

Harriette M Cluxton

Mrs. Harriette M. Cluxton
Medical Librarian

3M COMPANY
TAPE DIVISION LIBRARY - BLDG. 230-1-13
GENERAL OFFICES • 3M CENTER • ST. PAUL, MINNESOTA 55101 • TEL. 733-1110

Industrial Tape Division

August 16, 1972

Frederick H. Burckhardt, Chairman
National Commission on Libraries and Information Science
1717 K. Street, N. W. Suite 601
Washington, DC 20036

Dear Dr. Burckhardt,

I apologize for my delay in answering your letter and thank you and the Commission for your invitation to comment on information needs in the Twin Cities area. Several of us who received such invitations (Grieg Aspnes of Cargill, Inc., Audrey Grosch of the University of Minnesota Systems Division, Zella Shannon of INFORM-Information for Minnesota, and I) agreed that the local special libraries and information centers could make the most efficient use of your limited time in this region by submitting a joint statement. I understand this will be done.

I have concerned myself personally, in helping to prepare the Special Libraries Association presentation to you for example, more with national/international priorities and potentials of non-tax-supported libraries than with geographically coincident information agencies. As a librarian at the headquarters of a billion dollar corporation, I have immediate physical access to ten of 3M's libraries and its computerized information facility. Despite these extensive on-site resources, 3M librarians naturally make extensive use of materials not available in-company. Fast and efficient access to materials outside our own institutions Mr. Aspnes, Ms. Shannon, and I set as a number one priority. We agreed that a registry of data and materials available, regardless of source or format, and a workable system for obtaining access to needed items should be established at the earliest possible time on the widest feasible base. Obviously central registers and/or union lists, interlibrary loans, and other cooperative efforts are commonplace. Patchwork networks, more or less formal and more or less functioning, are common, too. However, due to each institution's proper concern with serving its financial supporters (taxpayers, students, or corporate management and employees) and less admirable insistence on autonomy (and/or self-aggrandizement), these voluntary efforts often fail to fill information needs. I believe that if your Commission were to persuade the national government that nonproprietary information resources in both the private and the public sectors should be inventoried and accessible to those with a need to know as a matter of policy, most institutions, including such good corporate citizens as my company, would willingly cooperate.

MINNESOTA MINING AND MANUFACTURING COMPANY

If access were convenient, expenditures for information service could return a much better value for each dollar by eliminating unnecessary duplication of expensive items and encouraging information users to consult published literature before reinventing the wheel. The present haphazard system sometimes makes it less expensive and time-consuming simply to take rock and chisel and start chipping one out.

Sincerely,

Zoe L. Cosgrove

ZLC/dw

(Ms.) Zoe L. Cosgrove,
Librarian
3M Co. Tape Division Library

cc: G. Aspnes
A. Grosch
Z. Shannon

THE UNIVERSITY OF MICHIGAN
SCHOOL OF LIBRARY SCIENCE
ANN ARBOR
48104

August 15, 1972

National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Gentlemen:

Thank you for inviting me to provide you with written testimony. I have just one or two brief comments relating to research and development in our field and the manner in which it has often been funded.

Specifically, I would question the wisdom of providing individual universities or other institutions with large-scale grants, usually renewable from year to year, for the development and implementation of automated systems. The argument normally used in favor of this practice is that it avoids duplication of effort. I should like to point out that it also has the effect of eliminating competition and the examination of alternative approaches to a given problem.

It is my personal conviction that it would be much more fruitful to provide a greater number of individuals and institutions with small to medium sized grants for the investigation of particular aspects of a general problem. In addition, I think that researchers should be encouraged to do more on their own. Much can be accomplished on the proverbial shoestring, and it seems apparent to me that a lot of time and effort is expended on "grantsmanship" in the pursuit of prestige.

Having delivered myself of these opinions, I wish to thank you again for providing the opportunity. You have my best wishes for the success of your Commission.

Sincerely yours,

Charles H. Davis

Charles H. Davis
Associate Professor

CHD/hs

CHICAGO SUN-TIMES CHICAGO DAILY NEWS

401 NORTH WABASH AVENUE • CHICAGO, ILLINOIS 60611

EMMETT DEDMON
Vice President
and Editorial Director

September 11, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Mr. Field has asked me to respond to your letter asking for written testimony for the National Commission on Libraries and Information Science.

On consulting with our Librarian, William Sannwald, I find that the following areas might be usefully explored by the Commission:

(1) Lack of Hardware standards for microfilm, recordings and films. Libraries must spend money to duplicate equipment. For example - 4 different sizes of microfilm are marketed to libraries.

(2) A need for an index or catalog of resources on a national and local level.

(3) A better way to finance public library service. For example, tax income for libraries in the Chicago area varies a great deal. The North Suburban Library System serving the north and northwestern suburbs spends $5.29 per capita, while the Suburban System serving the Western suburbs spends $3.38 per capita.

THE NEWSPAPER DIVISION OF FIELD ENTERPRISES, INC.

If you wish further information, I suggest you get in touch directly with Mr. Sannwald.

With best wishes.

Sincerely,

Emmett Dedmon

Emmett Dedmon

L

CC William Sannwald

WAYNE COUNTY FEDERATED LIBRARY SYSTEM
33030 Van Born Road
Wayne, Michigan 48184
722-8000

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August 14, 1972

National Commission on Libraries and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Ladies and Gentlemen:

This statement is being sent for two reasons, 1. My name was submitted by Mrs. Bartlett B. Smith on a form accompanying your request to her for names of people to contact, and 2. You invited interested persons to submit such statements.

Our Library System serves over 50 public libraries of all sizes in three counties of Michigan, plus two community colleges and eleven school districts. Because of this broad base and the unusual federated relationships involved, we get grass root sentiments usually denied directors of large libraries. On the other hand, our operations are easily among the top twenty in size in the nation so we have also a feel for the magnitude of it all. With that disclaimer, I would like to submit the following statements related to library needs as we see them.

I. The weakest point in the provision of library service is the delivery of information directly to the consumer in a fully useable form.

For years, librarians and scholars have labored over intricate networks of interloan, bibliographic storage, subject and specialized bibliography, and more recently hard copy transmission and electronic data storage. All of this substantially in pursuit of the elusive and useless goal of 100% bibliographic control of sources. All the while, the consumer has been forced by and large to look elsewhere for his information in useable form. It is the magazine, the radio, the TV, and the newspaper which serve as the library of the common man, assisted by experts such as the hardware store clerk or the newspaper answer man services. It is as if we had spent millions on the waterworks and forgot to connect the faucets.

The real need is to provide at the place closest to the consumer, the end product of all our bibliographic efforts, information in an immediately useable form. The most important research and development need is the form and the method of delivery of information at this point. Echoes of this basic need will be spotted in several of the following statements.

II. Demonstration projects and "innovative" experiments are not the most productive ways of using Federal funds to support libraries.

It has long been assumed that if we show people what a great idea some currently popular library fad is, that they would be overjoyed to take it over at the close of the demonstration period. The truth is that more often than not, it either dies or is kept alive by artificial respiration using other Federal funds. Then it is repeated over and over again at great cost and with little benefit.

There are reasons these projects so often fail and some of them are good reasons.

1. They are usually over-funded in terms of what the local area could be expected to continue.
2. They are usually a good thing for an area provided it has established the more essential services firmly enough to support the "enriched" service. Most local areas are still short on funds to support the essential services and decline to take over the supplementary.
3. They are, more often than not, keyed to what librarians and government employees think would be good and not to what the citizens really need or want.

III. Money spent on esoteric and seldom used services is of doubtful value.

Manufacturing concerns try to determine the market before they plunge into a new project, but libraries have repeatedly set up projects which later failed simply for lack of use. Hard copy transmission is the most recent example.

IV. Money spent on regular staff consultants is less valuable than money for materials or direct services.

As the farmer is reported to have told the County Agent, "I already know how to farm twice as good as I do." In most cases, it is not so much lack of knowledge as it is lack of resources and funds. Furthermore, the staff consultants often are not truly expert in their specialties and a careful reading of published material is often superior to the results of their consultation. There is also the problem of lack of residual benefit for the money spent. The pay for a staff consultant is consumed with very little, if any, continuing benefit, while materials may have a useful life of from two to five years allowing for an accumulative effect.

Note that the above is not intended to criticize the short term hiring of a consultant for a particular purpose such as a building program.

V. The need is for substantial direct assistance at the point of contact between the library and the consumer of information.

Money or services in an immediately useable form available to even the smallest public libraries would be of most benefit. For example (and only an example) the provision of the consumer publications of the Federal Government in an attractively prepared, organized display with adequate duplication of items to meet needs, made available in each public library in the country would do more than opening up a consumer information services with a staff of experts or some such typical response.

You will note that I haven't once said that more money should be spent on systems or networks. Of course, as a system we would like more money, and would try to use it as indicated above, but it is our conviction that if we do, in fact, provide a needed service, local libraries will insist on using us and will be willing to help share the cost. If the Federal Government is unable to respond to the basic need for point-of-contact materials and information in useable form, then give us the money and we will undertake to do so.

We have begun to move in this direction as a system of libraries by entering the publishing field to provide point-of-contact materials in immediately useable forms under a generic term, "Reference Packets." Attached hereto are a few of the simpler ones.

1. The leaf identification flyer is given out freely to users of our libraries who find them invaluable.

2. The Drug treatment or help centers in the area item was reprinted from the Detroit News. The large Detroit papers have both been generous in allowing us to reprint and distribute information of more than daily interest such as this.

3. The Phase II Rules and Regulations is from the Federal Register. We do the same thing with other documentary materials of use such as draft lottery numbers, the Roth decision on school integration, and other basic information which tends to be lost quickly and not remain available to the consumer himself.

4. "Crisis faces pupils who can't read."

5. Common sources of poisoning and the poison control center telephone number in bookmark form is an even simpler adaptation.

If any of the above statements seem to warrant further considerations, I would be pleased to talk with your staff members or committee members about them.

Sincerely,

Leo T. Dinnan

Leo T. Dinnan
System Director

State of Illinois
Office of the Superintendent of Public Instruction
Media and Library Services
Valerie J. Downes, Director

Recommendations for the National Commission on Libraries and Information Science

Because the students in our schools are much more sophisticated both intellectually and experientially than they were in the past, it is necessary to provide them with a broader base of instructional materials to enhance their learning experiences. There is an urgent need for all types of print and non-print materials in all types of libraries - school, public, university, and research libraries. This need can be met only through cooperation among libraries and information agencies at the local, regional, state and federal level, making available equal access to information.

In the Action Goals for the Seventies; An Agenda for Illinois Education, emphasis is placed on the need for equalization of educational opportunities and individualized instruction. The school media center is the vehicle with which these goals can be met. Because of the inherent nature of an active school media program, students are given equal opportunities to learn independently to the limits of their capabilities. A media program that plays a vital role in the school encourages skill development as well as student motivation and positive attitudes about the learning experiences.

The National Commission on Libraries and Information Science should be concerned with the following priority areas: cooperation among libraries and information agencies, research and needs assessment, finances, and materials selection. Developing all of these priorities would help meet the ultimate objective - expanded information services.

COOPERATION

There should be established at the state level a similar Commission that would carry out detailed recommendations of the National Commission. Membership should include representatives from business, industry, education in general, library and information science, lay citizens, government, etc. The State Commission should be completely removed from partisan politics and as free as possible from vested interest or bias.

This Commission could be engaged in the following activities:

1. Regional information centers should be organized in Illinois. Policies for these centers would be decided by the Commission. The regional centers could function similar to the IMC's for the Handicapped in that they would be collections of all available materials. Librarians and information specialists at all levels would be able to select materials by on-the-spot evaluation of these regional collections.

These regional centers would also be a part of a mechanized statewide information storage and retrieval network. Local libraries could request information through the regional centers which would have hook-ups with local, school, state, university, and federal libraries. This network of cooperation would eliminate duplication of effort and expenditures and make information more accessible.

2. The Commission should coordinate the efforts of professional information science organizations to stimulate renewed cooperation among information agencies. The Catholic Libraries Association, American Library Association are just a few organizations that could be involved.

3. The Commission should organize a taskforce to implement direct cooperation among all types of libraries. A universal library card could be issued to all school students so that they could check out materials from any library in the state. More liberal interlibrary loan regulations could be instituted.

4. The Commission should assume the responsibility of disseminating information throughout Illinois about current projects and goals of information agencies, results of research and their implications in schools, proposed legislation and other relevant information.

RESEARCH

A complete assessment of the information needs of the people of Illinois must be conducted before a comprehensive program of cooperation can be organized. The results of this research would provide essential input for planning programs of information service. Ramifications of this research would possibly alter teacher training techniques in the universities.

Needs assessment could survey the following areas of concern:

1. What affect does the school media center have on the child's intellectual attainment and attitude development?

2. What types of instructional materials are most effective in teaching each concept, motivating the students, and adapting teaching methodology to individualized instruction?

3. What background do the teachers need before they can use the media center as an integral part of their teaching strategy? This would affect inservice training plans for faculty.

4. What improvements can be made in college programs for training media specialists and librarians?

5. What insights could we gain from a feasability study to identify areas of cooperation among information agencies?

FINANCES

Programs of information service cannot be innovative unless sufficient funds are provided. Technological advancements in library and information sciences are expensive. Furthermore, funding is necessary to establish regional demonstration centers and conduct research. All too often plans for efficient, effective library services are curtailed for lack of funds.

Categorical aid for school libraries should be continued on a broader basis where it implies support of the curricular program. Media center facilities and collections are an essential element in the curriculum, providing support especially in the priority areas of reading and mathematics. Categorical aid could also be used to test cooperative production, acquisition and cataloging of materials as well as dissemination of materials and information through technological approaches to information storage and retrieval. An addendum is attached showing the progress Illinois school libraries have made since ESEA Title II was instituted in 1965.

A concerted effort should be made to emphasize the need for continued funding at the local, state and national level.

SELECTION

The changing demands of school children directly affect the selection of materials for their use. The service programs of all types of libraries should emphasize the use of a variety of materials to meet the unique needs of each individual student. The library is the place where children can pursue a topic in depth; pictorial and audio materials on sophisticated subjects serve a wider range of ability and interest levels than print materials.

Selection standards should be developed for all types of materials in the collection. A statement on freedom of selection would ultimately increase the quality of materials accessible to the students. It would also give support to local librarians who get involved in controversies over censorship of materials.

Increasing emphasis on the audio visual approach to enhancing cognitive development and building the child's self-concept is also mandatory. Positive student attitudes toward learning and lifelong use of libraries can be encouraged by use of media in the school and at home.

In conclusion, it is imperative that the National Commission on Libraries and Information Science become a catalyst for change. We must broaden the scope of learning experiences we offer students, individualizing school activities through the use of instructional materials from sources throughout Illinois. Cooperation among libraries and information agencies offers the key with which we can unlock the creativity, imagination and resourcefulness of our youth.

August 15, 1972

TESTIMONY ON SENATOR THOMAS F. EAGLETON

before

THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

It is indeed a pleasure to have this opportunity to present testimony to the distinguished Commission members. As a cosponsor of the authorizing legislation for this body, I am particularly pleased with the fine work this Commission has done in coordinating existing federal programs, conducting studies of library needs, and providing assistance to libraries.

A great deal of progress has been made in strengthening library programs. From 1956 through 1969, about $200 million in federal funds were provided to extend public library services to an estimated 85 million people. These federal funds have had a remarkable catalytic effect; every federal dollar spent for library services has stimulated the allocation to libraries of three dollars of State or local money.

In addition to the assistance provided for library services, about $135 million in federal funds was matched by $326 million in State and local funds to support more than 1,500 building projects for the construction of new facilities and the enlargement or modernization of existing structures.

And yet recently, library programs have suffered, and continue to suffer, from financial anemia under an Administration that puts education and libraries near the bottom of its priorities list. A look at this year's budget recommendations clearly shows the Administration's lack of support of library programs.

Title I of the Library Services and Construction Act is the principal federal program for strengthening public library services and permitting them to focus on specific areas of need. The President's budget proposed to reduce the appropriations for Title I by 36% from the previous year's appropriation.

The Administration also recommended the elimination of all funds for public library construction. In Missouri alone, at least two construction projects -- a branch library in St. Louis and an addition in Jefferson City, both of which had the necessary matching funds -- would have been canceled. The construction of new libraries is essential if all persons are to receive quality library services. There are some 200 communities with public library construction projects in approvable form, awaiting the availability of federal funds.

Moreover, the President recommended that funds for school library materials remain at 1972 levels. This is in reality a step backward when viewed in conjunction with the rising cost of materials.

Fortunately, Congress reversed this picture by maintaining all of the library programs at suitable levels of increase over last year's appropriations.

This Administration's meat axe approach to library programs is particularly distressing in light of their much touted Right to Read program, which is closely related to library programs. You may remember that President Nixon, in his 1970 message to Congress on education reform, pledged $200 million for the Right to Read program for 1971. The President's $200 million reading program was largely illusory. Buried deep in his education message was the news that the $200 million in question was not new money but was actually the amount he was requesting for two existing programs, Titles II and III of the Elementary and Secondary Education Act. In fact, this amount proved to be about $23 million less than Congress ultimately appropriated for Titles II and III. Most of these funds were subject to previous commitments for ongoing projects and very little was available for the Right to Read program.

Almost three full years have now passed since this ambitious and far-reaching program was announced. The late Dr. James Allen, the main proponent of the program, and an outstanding educator, was forced to leave the Administration after he publicly criticized the military thrust into Cambodia and the Administration's handling of racial problems at home. His dream of a right to read for every American became a game of educational politics.

In the last fiscal year the Right to Read program had allotted to it -- not the large sums anticipated for a new national effort -- but a total of $10 million siphoned off from eight other programs.

For this fiscal year, the Administration recommended only $12 million for theRight to Read program. Certainly, the Administration cannot believe that such a paltry sum can accomplish its stated goal of insuring that, by 1980, 99 percent of the people over 16 shall be functionally literate. Regrettably, this amount was accepted in the final version of the Labor-HEW appropriations bill, rather than the higher funding level approved by the Senate.

As you may know, I have introduced legislation which would move to fulfill the unmet promises made long ago by the present Administration. I fully intend to move ahead with this legislation this Fall. I am convinced that reading ability is essential to education achievement, and therefore essential to the country in terms of an enlightened society. The anticipated rise in the literacy rate as a result of coordinated federal programs will have direct bearing on the need for further increases in library services.

It is imperative that the needs of libraries be met. It is equally imperative that we improve education and expand learning opportunities through new measures and more adequate appropriations for existing programs.

The country cannot afford the kind of "fiscal responsibility" that results in cutting the budget for books to the bone while signing a blank check for the Pentagon.

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kahl
State Superintendent

Archie A. Buchmiller
Deputy State Superintendent

REFERENCE AND LOAN LIBRARY
Box 1437
Madison 53701 (TWX–910-286-2768)

PUBLIC LIBRARY SERVICES
3030 Darbo Drive
Madison 53714

DIVISION FOR LIBRARY SERVICES
W. LYLE EBERHART, ASSISTANT SUPERINTENDENT
WISCONSIN HALL, 126 LANGDON STREET
MADISON, WISCONSIN 53702

RECEIVED AUG 21 1972

August 18, 1972

Dr. Frederick Burkhardt, Chairman
National Commission on Libraries and Information Science
c/o American Council of Learned Societies
345 East 46 Street
New York, New York 10017

Dear Dr. Burkhardt:

I am pleased to be invited to submit written testimony to the National Commission on Libraries and Information Science prior to its regional hearing on September 27, 1972.

State library agencies strongly supported the establishment of the National Commission, in the belief that the United States, far from facing a situation of too much information, is confronted with an urgent need to more effectively channel available information to persons and agencies needing it.

All state library administrative agencies have been making plans and experimenting with programs in the area of information networking. In this endeavor, they have been hampered by meager funding, the inherent complexities of information and computer science, and to a degree by the parochialism of library personnel.

I believe the most important role state library agencies can perform in building appropriate information networks is essentially a political one. That is, they can bring together representatives of these agencies which would be the likely nodes of information networks, with potential users of such information, in order to establish criteria, priorities, and plans which will assure that networks, when established, will meet the full range of user needs within the nation, its regions, and the individual states.

State librarians, generally coming from backgrounds of public library experience, feel particularly keenly the need for information networks to reach "the special library and informational needs of rural areas and of economically, socially, or culturally deprived persons". Better information services for scientists and scholars are certainly needed. But the Commission in its efforts must not be purely elitist. In a democratic society, all citizens must have access to information sources which are important to them in their personal, vocational, and civic responsibilities.

It follows, then, that people communication will continue to be a central function of your Commission after the regional hearings are concluded. State library agencies would like to continue to participate in statewide and regional planning, which would include continued expression of user interests, as well as the interests of librarians, communication and computer science experts.

I am confident this nation can find the resources to provide adequate library and information services for its citizens. Our joint task should be the continuing exploration, development and maintenance of those communication channels and stations which can most effectively serve such purpose.

Sincerely,

W. Lyle Eberhart
Assistant Superintendent

WLE:lbr

Telephone
219 244-5541

THE PEABODY LIBRARY
203 North Main Street
Columbia City, Indiana 46725

August 10, 1972

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
Suite 601, 1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

A bit of background information. I have been a trustee of a small, public library for fourteen years. Our library serves a county seat town of five thousand people and three townships of nearly six thousand people. Four of the nine townships in this agricultural county are not served by any of the three public libraries. But, in all fairness, it must be said that, in many instances, rural townships are unserved as a matter of choice. Their trustees and advisory boards are not willing to assess the property tax levy which would provide library service to their people as well as room collections for their schools which normally lack a library collection of any worth. Contemplated bookmobile demonstrations financed by Library Services and Construction Act funds have encountered the problem of seeming to provide "free" library service to a township which does not tax for library support to the dismay of another township that does. Small, public libraries, afraid of losing support, are often opposed to any program which might seem to provide "free" service to unserved areas.

It seems to me that only a statewide tax, levied for the support of libraries, with minimum standards to protect the taxpayer will achieve the goal of adequate library service for all the people. Through the Legislative Committee of our Library Associations we will be seeking such support in the next legislative session of the General Assembly. Such a levy, if realized, would also accomplish another purpose; it would free the library from total dependence on the property tax and all the present and potential difficulties arising from such dependence.

L.S.C.A. funds have done much to broaden services and provide adequate buildings for storing library collections. The Act has sufficient flexibility to enable it to respond to varying needs, and I would hope that this program, or something like it, would continue to receive the support of the Federal Government. The task of providing the entire population with library service, however, is one that all types of libraries, information centers, and the separate states must resolve.

Very truly yours,

Richard Flox

Richard Flox

INDIANA STATE LIBRARY

140 North Senate Avenue

Indianapolis, Indiana 46204

August 22, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

I appreciate being given the opportunity to present written testimony for consideration by the National Commission on Libraries and Information Science at its hearing in Chicago on September 27, 1972.

Indiana has a strong public library law--one which gives public library boards complete autonomy. The boards have the power to determine their own budgets and set their own tax levies to raise the amounts needed to meet these budgets. Tax monies are paid by county officials directly to the library boards. They also have the power of condemnation and the power to bond. Unfortunately local property taxes are the sole support of public libraries. Indiana has no state support for public libraries even though the public library law begins: "Be it enacted by the General Assembly of the State of Indiana: Sec.1. It is hereby declared to be the policy of the state, as a part of its provision for public education, to promote the establishment, maintenance, and development of public library service for each of its various subdivisions." (Our emphasis)

Because establishment of public libraries is left entirely in the hands of local citizens, 584,212 persons or 11.2% of the total state population is without direct access to a public libary. 533,376 of these live in rural areas where the influence of local Farm Bureaus or county officials have successfully defeated attempts to establish county library service in at least nine counties in spite of the fact that the demonstrated bookmobile and branch service had been widely used. 33% of the townships in Indiana have no library service.

The greatest need, then, is for a compulsory public library law like the compulsory public school law. Once everyone in a state is paying his share of local library service, it will be equitable to furnish assistance from taxes levied statewide. If such a law is passed, the dilemma of double taxation for some and not others will be avoided.

Indiana is beginning to develop area confederations of all types of libraries but the public library is the common denominator. Its service is the warp into which is woven the services of other types of libraries and information centers to make available to the individual citizen the whole cloth of information retrieval. The time has passed when school, special, public, private, and academic libraries can stand apart. There must be total commitment to the idea of sharing--sharing in funds, in service, in clientele.

The state library agency is the generator of this kind of development. Being not a part of any one kind of library it can be a part of all. It is the conductor between federal and local activity. It can also be the weakest connection because of the very low profile it often carries in the hierarchy of state government. And that is its dilemma. Where it can advise, suggest, and urge others to act, it is helpless to move (except at a snails pace) because of the redtape of state government. Until state legislators adequately fund and state administrations allow state libraries to spend these funds, state library agencies will continue to be too weak to provide the efficient dynamic leadership in the quantity needed to establish truly effective information networks.

Without federal funds Indiana libraries would still be in the horse and buggy era. With them we have seen eighteen new county libraries; thirteen new library buildings; special service to the disadvantaged in eight communities; vastly improved service in twenty-six state supported institutions; seven district centers for services to the blind and physically handicapped; a state-wide teletype network; a union list of serials showing the holdings of sixty-three libraries; many statewide institutes, seminars, and workshops involving cooperation among several state departments and various types of libraries. These are but a few of the many projects funded with Library Services and Construction Act money. And plans for the future include many more statewide proposals such as the development of a data bank of state socio-economic statistics accessible through computer terminals located in school and public libraries; a bibliographic center using MARC II tapes for shared cataloging and eventual development of a union catalog of the holdings of academic and public libraries and the state library; and a unit to facilitate use of federal and state documents.

The legal charge of the Indiana State Library is to "be responsible for executing the policy of the State of Indiana to develop and provide library service to state government, its branches, its departments and its officials and employees; to provide for the individual citizens of the state those specialized library services not generally appropriate, economical or available in other libraries of the state; to encourage and support the development of the library profession; and to strengthen services of all types of publicly and privately supported special, school, academic and public libraries."

It is toward the execution of this charge that the State Library is striving to bend its efforts and use its funds. This is the role of the state library, but without the cooperative efforts of the local and federal sectors as well as the state little can be accomplished. Therefore I feel that one of the state library's greatest role is that of a catalyst.

The hopes of librarians and of all others whose job it is to provide information in any of its many forms rest on the effectiveness of the National Commission in selling the importance of libraries and media centers to the national administration. We wish you success.

Sincerely,

Marcelle K. Foote

(Miss) Marcelle K. Foote
Director

MKF:ar

LIBRARY ADMINISTRATION DIVISION
A DIVISION OF THE
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

August 17, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601 - 1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to present testimony to the National Commission on Libraries and Information Science for its hearing in Chicago on September 27, 1972.

In your letter of July 24 you say "We are particularly interested in your views on current trends in library organization and administration, especially as regards the organization of interlibrary cooperative efforts."

The LAD office is now in the process of assembling some data about libraries which serve a multi-type role or which are part of a multi-purpose facility. We are identifying walk-in facilities (rather than technical processes and bibliographic control point cooperatives) such as "a public library-college library," "a school library-public library," "a public library-museum," "a public library-school library-social service center," etc. We are identifying the facility and gathering brief information about its governing body, source of funds, location, and space. The data we now have about these facilities is too incomplete to include in this letter, but I will bring the information we have acquired by September 27 to the hearing. This data may give some added insight into trends in organizational structures of some of the newer library programs.

I'm sure you are familiar with the Survey of Academic Library Consortia in the U.S. (pages 271-283, COLLEGE & RESEARCH LIBRARIES, July 1972), and the Directory and Guidelines which resulted from the survey. The CRL article includes considerable information about 125 academic library consortia. About one-third of them have a consortia director, in the other two-thirds the direction is provided by an elected chairman and the library directors of the consortium. It is probably also pertinent to quote from that article (p. 277) "the kind of leadership needed for consortia calls for 'authority' to be based on the power of suggestion and persuasion - quite different from the traditional hierarchial leadership." Perhaps one should note that this study included only consortia in which the participating institutions were autonomous.

I believe the factors which probably will have the most bearing on library organization and administration in the near future are:

1. the necessity for libraries to establish added service roles in order to provide the broadest access for all publics,

2. the rising costs of library manpower, materials and space,

3. the library user's need for non-print materials, long distance transmission, TV, and other non-book formats and services,

4. the recent changes in employment laws and patterns regarding personnel selection and administration.

I would assess library administration's current activities in general as being more concerned with the development of services and the continuation of on-going services, than with administrative styles or practices. The basic problems of economic crises, inadequate technological tools, and the imperative need for wider services to many publics set the pattern of organizational and administrative efforts.

With the anticipated changes in many libraries' responsibilities of service, and with the new methods of communication and new formats of information, will come:

1. New or amalgamated governing bodies chosen from a wider area of the public and from many municipalities or agencies.

2. Funding from multi agencies (or merged agencies) with accountability to all.

3. Differentiated library staffing, with top level administrators trained in library management.

It may be that the National Commission can best aid in improving library development and usage by encouraging those activities which will:

1. assist in developing the technology of rapid and inexpensive reproduction and distribution of information and materials;

2. assist in establishing strong library networks;

3. conduct experiments and demonstrations of new and economical methods of providing library and information services;

4. provide continuing education for library management;

5. provide concrete data about library needs and activities for legislators and administrators;

6. encourage the development of economical equipment for use by libraries;

7. provide a vigorous public relations campaign to make known the benefits of good libraries.

The above comments are made from my own observations and knowledge, and do not necessarily represent official policies or statements by the Library Administration Division of ALA.

As you know, the Library Administration Division of ALA works with concerns of personnel administration, organizational structure, budgeting, library facilities, statistics, and other general administrative problems. I'm sure I speak for the division in saying we will be happy to assist the National Commission in all possible ways.

Sincerely,

Ruth Frame

(Mrs.) Ruth R. Frame
Executive Secretary

RRF-hq

SOUTH BEND PUBLIC LIBRARY

ROGER B. FRANCIS, *Director*

122 West Wayne Street • South Bend, Indiana 46601
(219) 288-4413

August 4, 1972

National Commission of Libraries
and Information Science
Suite 601
1717 K Street NW
Washington, D. C. 20036

Gentlemen:

I expect you will have adequate testimony about the problems of city libraries from the Urban Library Trustees Council of Public Libraries, so I will not comment on their concerns.

One development that does concern me greatly and Urban Library Trustees might overlook, is the recent decision in the case of Williams and Wilkins vs National Library of Medicine on the subject of photo duplication service by libraries.

Photocopy service is a very vital part of the modern library's service as its community information center and the potential forced curtailment of that function would greatly reduce the public library's role and usefulness.

Although there is the possibility that arrangements can be made to give permission for libraries to continue to provide photocopy service, the extra paper work which it would require would be extremely burdensome.

I urge the Commission to investigate this situation and work to assure continuation of the "fair use" practice under which libraries have provided photo duplication service in the past.

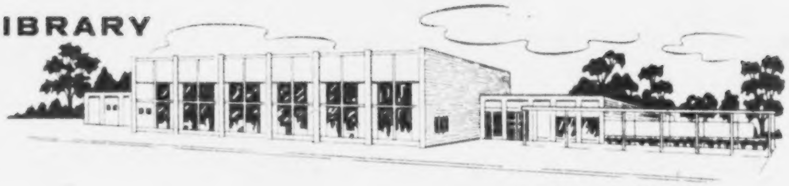
Very truly yours,

Roger B. Francis
Roger B. Francis
Director

RBF/cmc

ST. LOUIS COUNTY LIBRARY

DONELL J. GAERTNER
DIRECTOR



PHONE: 994-3300

August 30, 1972

Frederick H. Burkhardt, Chairman
National Commission on Libraries & Information Science
Suite 601 - 1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

My apologies for the lateness of this reply.

Enclosed is a more lengthy report written by Mr. Stephen Whitney, Administrative Assistant.

I am anxious to emphasize one point which I feel requires very serious consideration. Is the research function which is performed by large municipal libraries properly a local government responsibility? Would it not be wise to separate the financing of this service? The larger suburban libraries such as St. Louis County Library, have proven that library services to local citizenry are merchandisable. While we can state that the reason we do not develop large research collections is that these are available through central city libraries, I question whether this answer is completely honest. I strongly suspect that we have a much closer tie with the everyday user who demands services different from foreign journal articles.

While the research function has unmeasurable long term worth, the direct return to the taxpayer is not readily assessible. If the research function can be separately financed with the funds coming from a much larger base, the public library then will justify its own survival on how well it meets the every day educational and informational needs of its taxpayers.

Thank you for the opportunity to present this concern to your committee.

Sincerely,

Donell J. Gaertner

Donell J. Gaertner
Director

rs
enclosure

1640 SOUTH LINDBERGH, SAINT LOUIS, MISSOURI 63131

The St. Louis County Library is one of the youngest and yet one of the largest libraries in the nation. It now serves three quarters of a million people in a 450 square mile burgeoning area which mushroomed following World War II from a largely rural to a complex residential and industrial maze. The problems faced by the library are peculiar to it but every bit as real and as critical as the declining population and ghetto growth of the core city

GEOGRAPHIC SIZE: To cope with so many people spread over such a large area, a system of regional branch libraries was designed, each serving from 50,000 to 75,000 people. These in turn were supplemented by 25 bookmobiles -- the largest fleet in the world -- which visit schools, shopping centers and residential subdivisions. As the county continues to mature more branches will be needed and the bookmobiles' limited resources will thereby be replaced with more sophisticated resources. We are similarly convinced that strengthened school libraries will aid our efforts if school and public library programs can be effectually coordinated.

MATERIALS: As a young library, no extensive backlog of old and expensive research materials was accumulated. Rather than duplicate older reference collections in the area, the decision was made to take the greatest number of books possible to the greatest number of people. Our own reference potential has been considerably strengthened over the years, but we will have a commitment in the years ahead to the continued maintenance of the older collections of other libraries.

UNIT CONSOLIDATION AND COOPERATION: Independent municipal libraries continue to operate within St. Louis County. Although they maintain local autonomy over libraries older than ours -- most were built in the thirties -- their residents pay higher taxes and receive less library service. Realistically our library system should blanket the entire county. The apparent recurring theme, of course, is cooperation between libraries and types of libraries. The Higher Education Coordinating Council, the Municipal Library Cooperative, and reciprical film and book loan agreements in the metropolitan area are all elementary recognition that libraries cannot continue to operate as though other libraries are non-existent. More and more sharing of costs and materials will be needed.

FINANCE: We cannot plead financial destitude nor imminent need. At present the St. Louis County Library operates with a property tax of half or less than half that of many of the other libraries in the area. The answer is obvious: steady growth has produced an ever increasing tax base. On the other hand, we cannot be so blind to ignore the indicators of the future. Industry is already moving into outlying areas even farther than St. Louis County. The property tax must be questioned as a primary source of income and other resources found, if possible. And secondly a greater amount of revenue sharing will be required through the state. Missouri currently enjoys one of the lowest state aid grants in the country.

FUTURE TRENDS: Automation and its potential, both blessings and headaches, has not been fully realized by libraries. Its cost will continue to decrease and its labor-saving feature will certainly make it an intrinsic tool in the future. The disadvantaged areas of the core city are gradually encrouching on the county boundaries, and coupled with pockets of blighted areas--both white and black citizens-- in the county now will require a new range of specialized services from the library in the future. Finally multimedia equipment and software will create new demands and problems for the library, but the promise is spectacular. Cable television, video-cassettes, micro-reproduction: all these open new doors for carrying information, education, and recreation into the very livingrooms of our users.

SUMMATION: Libraries have made substantial gains in the past twenty-five years and at the same time face a whole new battery of pressures for the future. The St. Louis County Library is no different. Sound library leadership and management at the local, state, and national levels is essential to progress. The training provided our personnel both in-house and in graduate schools of library education may possibly have the single greatest effect on our continued ability to meet the tasks of new challenges.

Neither funds nor size will ever be enough to cope with all the demands for new services. For example, continuing education will occupy more and more of a major role for all public libraries as we come to realize a "leisure" society through shorter work weeks and earlier retirements. If these new requirements are to be met competently all types of libraries will need to work closely together at the local leval, and networks of libraries will link national concerns in realistic patterns. Public library development in the metropolitan area depends heavily on the participation of the county library, but we depend as much on the generous assistance of those about us.

Stephen Whitney
Administrative Asst. to the Director
St. Louis County Library
1640 So. Lindbergh Blvd.
St. Louis, Missouri 63131

Enclosed are some brochures and annual reports which may be of interest.

MACOMB COUNTY
COMMUNITY COLLEGE

SOUTH CAMPUS
14500 TWELVE MILE ROAD
WARREN, MICHIGAN 48093
(313) 772-8000

August 14, 1972

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, DC 20036

Dear Mr. Burkhardt:

Thank you for this opportunity to submit some ideas regarding library needs. I respectfully submit the following comments for the consideration of the Commission:

I. FUNDING

One of the most serious problems that libraries of all types are faced with today is that of funding. In hard times, libraries are usually among the first institutions to suffer reductions of funds. Without the confidence of a certain level of on-going financial support, it is difficult for librarians to implement any significant programs and virtually impossible to do any effective short or long-range planning. Should libraries charge fees for certain services? Should they charge a flat fee to all users? Some more stable and dependable methods of funding than the ones we presently have need to be available. Could experts present us with some alternatives for library funding? Also, could the federal government liberalize its grant policy by putting more emphasis on the evaluation of the worthiness of the proposal itself and minimizing obstacles such as the "matching fund" and "maintenance of effort" concepts?

II. THE STAFFING DILEMMA

Yes, there is a shortage of jobs for librarians, but we still need to examine the nature of the duties our librarians are now performing. Perhaps the reason some of us have difficulty in justifying additional personnel is because we are married to the idea of hiring a costly, professional librarian for every little function to be performed. Could we, without harming the library profession, make wider and more effective use of paraprofessionals? I fervently support this concept.

continued . . .

III. LIBRARY SERVICE TO MINORITIES

I submit that the library profession has failed to meet the challenge of effective library service to minorities and the disadvantaged and to large, urban areas. Yes, there are certain valuable programs going on in certain parts of certain cities, but there has been no such program that has been implemented on a large scale basis. Could the Commission search out and publicize the most effective programs that do exist and encourage creative librarians to try to initiate even more?

I submit that, often, we librarians are too "hung-up" on our concept of what a library should be. What a library was yesterday is not necessarily a criterion for what it is today or what it will be tomorrow. Could the Commission challenge us to flex our minds?

Public libraries, particularly, might take a hard look at the learning resource center concept. It just might be the answer as to how to salvage some of those inner city branch libraries that are dying on the vine.

Public and college libraries would do well to tune in quickly to the external degree concept. Library involvement in individualized instruction and credit by examination programs, to some extent, should be seriously considered. If the external degree trend catches on, it may well be that minority groups and the disadvantaged will be some of the most logical practitioners, as they are, perhaps, more likely to be too busy or less inclined to enroll in regular college classes. Could the Commission encourage the study of the library's potential role in external degree programs?

IV. GREATER UTILIZATION OF LIBRARY RESOURCES

A library is an expensive proposition, but even given an unlimited budget, it would not be possible for all libraries to stock all information in all formats on every subject. We have always known that every library can't be the Library of Congress, but still the information explosion boggles the mind. On the other hand, vast areas of this country have no library service at all, while most of the densely populated areas are spotted with all types of libraries that provide all kinds of duplication of effort and services. Obviously, there is an imbalance of library resources. And, even individual libraries need to make greater use of their own resources.

The following are some things that it seems to me could encourage greater utilization of library resources in the country:

continued . . .

A. The Computer Gap: The computer is here to stay, they tell us. And the computer has the capability to do this; the computer can do that, etc. Some of us feel that it might, and are willing to try it, but there always seems to be, for one reason or another, a great gap between us willing librarians and those capable computers. Could the Commission encourage "Computers For The Common Man?" If we can ever "get our thing together" with the computer, I have a feeling that it would contribute to greater utilization of library resources.

B. Networks, Systems, and Inter-Library Cooperation: Of course. It goes without saying, except when we stop talking about it and try to start doing it, we discover it isn't easy to collect on past promises. Nevertheless, some inroads have been made with networks, systems, and inter-library cooperation and the most successful of these should be publicized. More development of library cooperation should be encouraged. What about a national network, even? And, of course, if we had "Computers For The Common Man," this would be possible.

C. Media Cataloging: Ah, yes--"That battle's been won, you don't have to convince me," one library school professor told me. The battle has indeed been won--on paper and in conversation. How many libraries in the country, in actual practice, have their media cataloged and the cards interfiled with their print materials? In other words, how many libraries in the country, make their information on filmstrips, filmloops, slides, audiotapes, and videotapes as readily available to the reader as they do their information in books? Not many (but, we do at Macomb).

Here's another area where we "talk a great talk." Could the Commission help us to be practitioners, rather than debaters in this area?

V. LIBRARY EDUCATION

We tend to sit back and criticize what they teach in library school, but there is one good thing about most newly-graduated librarians: they are usually flexible; receptive to new ideas. But, I think we should be just as concerned, perhaps more, about the education (or re-education) of the old librarian who has been in the field 10, 15, 20, 25 years and has not learned anything new since year one. Many librarians are not even aware that their rigidity is detrimental to themselves, not to mention the profession.

But, how does a profession update its image, its role? I suggest that the library school could play more of a leadership role in this respect.

continued . . .

If the market for librarians continues to level off, library schools may be wise to consider limiting their enrollments to the estimated number of positions available on the local market. Continuing to supply librarians to a market where there is no demand is cruel, unwise politically and, possibly, even fraudulent. But, could library schools shift their emphasis to provide for continuing education programs in a variety of areas of librarianship and education? Could library schools take the lead in providing for the self-renewal of librarians, thus, updating the role of the librarian in society? Could employers of librarians, library schools and library associations combine forces to make it necessary, worthwhile and attractive for "old" librarians to renew themselves?

Thank you.

Sincerely,

Louise Giles

(Mrs.) Louise Giles
Dean of Learning Resources

jw

Graduate School of Library Science UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

URBANA, ILLINOIS 61801 TELEPHONE (217) 333-3281

August 7, 1972

TESTIMONY OF HERBERT GOLDHOR TO THE NATIONAL ADVISORY COMMISSION ON LIBRARIES

There are thousands of libraries in this country today, and there are thousands of government agencies, professional groups, library schools, and other organizational units which are concerned with libraries. But no one of them is committed to overall planning, evaluation and research in regard to the functions and services of libraries, and without any program of its own to defend or implement. At least this was true up to now; if the National Advisory Commission could fill this role, it would make a major contribution to the welfare of libraries.

Two main considerations need to be spelled out, viz., what are the major challenge problems of librarianship today, and, specifically, how might they be approached. I have chosen to list some of the main problems here as I see them, without regard to the order of listing.

1. Library service is still not available to everyone. We have still not brought local public library service within reach of every American, as a matter of legal right. And the 15% or so of the people who are so deprived live on farms or in small towns, typically. We have never figured out how to serve them satisfactorily. Bookmobiles, books by mail, deposit libraries--all have their deficiencies, and the modern developments in regional public library systems tend to strengthen existing libraries rather than to help those without service. Similarly, there are many elementary schools with no library service of any kind.

2. Inadequate and low quality service is given by many existing libraries of all kinds. About one-third to one-half of all libraries in this country (especially school, public and college libraries) are understaffed, poorly financed, with poor collections, in inadequate buildings, and served by untrained or poorly trained staff members. The gap between the worst and the best service is far too wide for the good of society.

3. As libraries of all types have increased in number and in size, especially in the same geographic area, it has become increasingly clear that there is both duplication and gaps between them. By passing Title III of the LSCA, Congress was ahead of the profession in providing for cooperation between libraries. But cooperation proceeds at the pace of the slowest member of the group, and some more drastic approach seems needed.

4. In most libraries, reference service is poorly done, neglected, and often completely lacking. Yet reference service is the one most promising technique so far developed for opening up the resources of a library's collection for the needs of the average citizen. Study after study has shown libraries to be giving out misinformation and failing to utilize their own resources properly and fully.

5. Libraries of all types (but especially the public library) have failed to make adequate adjustment to the particular needs of the urban poor. In contrast, libraries met the needs of the immigrants of the early 20th century and helped them adjust to their new circumstances. But today's immigrants are different, and libraries by and large have not learned how to respond to their needs and circumstances.

6. Libraries need to have a national plan for collecting all appropriate materials, and for making them all readily available to every citizen. This is particularly a responsibility of the university, research, and national libraries. Some major and successful attempts have been made, e.g.; the Farmington Plan, PL 480, etc., but much more remains to be done, as in the way of information analysis centers. The other side of the coin involves preservation of the materials collected.

7. We are only just begun in the improvement and rationalization of the work of libraries using techniques from work simplification through operations research to automation. We need systematic exploration of computer applications, networks, and the problems of classification and subject retrieval, as well as a sensitivity to new technological developments still to come.

8. There are a number of problems in the general area of library manpower. Education for librarianship is changing, and needs to change more. We need more and better programs for the continuing education of librarians. The profession needs people with interdisciplinary backgrounds or with depth in specialized subjects, rather than generalists.

And so on. How to tackle and solve any one of these problems is both more difficult and more important. Presumably, the Commission will pick a few problem areas in which to work, and will utilize such approaches as research, evaluation, demonstration, legislation, and planning. I shall try to say a few words about each of these.

Research in librarianship is still young, and all too many studies have been surveys. Methodologically, we are just beginning to use experimentation and multivariate analysis, while we search for more precise and more meaningful measures of library phenomena. Still this is the best single resource we have for creating and testing new knowledge, and I suspect that any one problem listed above would yield to a concerted attack of all presently available library research personnel--if they could be so marshalled.

Evaluation is an essential step in the administration of an agency or in a national project, but is often skipped--partly because it is difficult and partly because it is likely to turn up negative results. The National Commission should seek to evaluate the results of its own as well as of other agencies' programs, with the results published for the good of all.

Demonstration is a powerful tool for convincing doubters, e.g., as used by the agricultural extension service. If new patterns or relationships need to be established so that others, including legislators, can see how they work, a demonstration should be used, with outside funds, and with evaluation built-in. In fact, new patterns and new ideas are constantly being tried out in individual libraries, but usually in an inefficient manner and with no evaluation or follow-up.

Legislation, especially at the national level, is likely to be one of the Commission's main direct contributions. Not only is there a need for codification of present law and of model statutes for the states, but many of the problems listed above have their roots in various laws, and no great advances are likely to be made unless or until those laws are changed.

Planning is listed last, for emphasis. It should come first, both on the part of the Commission, and in each individual project. If there is one single most important defect of American libraries, it is that they have grown up unplanned. And even today no one library and no one library agency, other than the Commission, has the breadth of view and of responsibility to be able to plan intelligently and dispassionately for all libraries and for the whole country.

WAUKEGAN PUBLIC LIBRARY
128 North County Street • Waukegan, Illinois 60085 • Telephone 623-2041

August 21, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 "K" Street, N.W.
Washington, D.C. 20036

Dear Dr. Burkhardt:

I have been asked to contribute to the testimony for the September 1972 hearings of the National Commission on Libraries and Information Science from the point of view of the medium-sized public library and its role in library networks.

It is obvious that a network of libraries is the only hope of the medium-sized public library in securing quality access to materials and in developing services required by the increasing diversity of needs of our various publics in an ever-changing society.

It is also obvious that a network of libraries implies cooperation at all levels. The medium-sized public library must be prepared in the future to assume professional responsibilities within the structure of a network system. The medium-sized library must be more than a recipient of the benefits of a national library network.

In order that the medium-sized library may become a working participant in the development of the network concept, even within its natural limitations, the administrators and trustees of such libraries need help in the form of reliable data and information which will assist them in the identification of priority public needs and in an analysis of methods for the improvement of local library services. The research required for the establishment of such data might be a contribution of the Commission in collaboration with state libraries, library systems and/or research centers.

The research areas of immediate concern include the following:

1. Finance

   a. an exploration of alternate tax sources for adequate support of all types of libraries as units in the library network

b. cost studies of local library operations increased by network affiliation, and cost analyses of traditional services (such as various levels of reference service) as an aid in establishing local goals and priorities

c. a study pointed toward the resolution of financial burdens of strong libraries supplying demands from residents of neighboring communities

d. an examination of such network services as may require a shared financial responsibility on the part of the receiving library for the benefit of special segments of the public

2. Government of libraries

   a. a survey of the government of public libraries to determine more advantageous structures of government including community involvement

   b. a study of feasible relationships between boards of local tax-supported institutions to establish cooperative arrangements for coordinated informational and service programs on the community level as a part of the network complex

3. Public relations

   a. a study of ways in which a national program of public information might aid the medium-sized and small public library in extending network services

   b. an exploration of continuing educational programs, on a state or regional basis to involve all personnel in the promotion of the concept of library networks and the effective use of national resources

Any contributions of the National Commission on Libraries and Information Science to objective studies of the needs and problems of the libraries of the nation will be appreciated by the medium-sized public libraries.

Sincerely yours,

Ruth W Gregory

Ruth W. Gregory
Librarian

RWG:vls

To: National Commission on Libraries and Information Science

Subject: Impact of the Special Library as an information resource

The Special Library represents an unique information resource in the United States. Individually, special libraries may not be physically large, yet each focuses a depth of interest toward a defined area. Collectively, this resource is vast. And yet, except in serving its local clientele, the full impact of the special library may be largely unfelt. Why?

Formal and informal networking of special libraries and other institutions in the information community increases the benefit of information centers to the individual consumer. For this reason networking will help the information user, but it is necessary to examine the nature of the special library collection in order to learn why the impact of the special library may be largely unfelt.

A special library's collection, in addition to published materials, contains many "fugitive" items such as reports, studies, articles, addresses, and scientific/technical results. Many of these items are difficult to prove exist and then procure. Obviously, some of these materials may be considered proprietary. Therefore, these "fugitive" materials represent an underutilized resource. Not only is it difficult for the special library to find and procure such materials, but also such difficulty is passed on to the information consumer as he fails to obtain specialized data.

Therefore, it is clear that the special library can be an even more important information resource if attention is focused on the "fugitive" literature problem. An example of one attempt at solving this problem can be seen in the field of education - the ERIC Clearinghouse system.

The Special Library, as a consumer and supplier of government generated information, can function more effectively if existing information systems are improved. Better retrieval and availability systems are needed for current research information.

The need for information is not diminishing, but our ability to become aware, to locate, to evaluate, to disseminate fails to keep pace. In the area of "fugitive" materials lies a major concern of special libraries. We respectfully urge the National Commission study this problem and formulate recommendations which will lead to increasing the impact of the special library nationwide.

Submitted by: Ad Hoc Committee, Minnesota Chapter, Special Libraries Association
Members: Grieg Aspnes, Zoe Cosgrove, Audrey Grosch, Zella Shannon

TESTIMONY OF THE ILLINOIS REGIONAL LIBRARY COUNCIL

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

CHICAGO HEARINGS, SEPTEMBER 27, 1972

Beth A. Hamilton
Executive Director

The Illinois Regional Library Council was incorporated in March, 1972 as a general not-for-profit corporation of the State of Illinois. Its purpose is to improve access to information by all residents within the six counties comprising the Chicago Metropolitan Area, as a first step toward an eventual statewide cooperative library network.

The foundation was laid for the Council's emergence by a group of Chicago area librarians who investigated the feasibility and desirability of establishing a cooperative library agency. Over a two-year period, this group elicited an overwhelmingly enthusiastic response from the library community on the desirability for an agency devoted solely to fostering intertype library cooperation, formulated by-laws and objectives for the proposed cooperative, obtained start-up funding through an L.S.C.A. Title III grant and invited Chicago area libraries to join the Council and send voting representatives to an organizational meeting held in July, 1971.

Ninety institutions joined the Council as charter members during the 1971/72 year. A governing board of twelve directors was elected by the representatives of the member institutions. The twelve directors represent: University Libraries, College Libraries, Public Library Systems, Public Libraries, Junior College Districts, School Districts, Special Libraries (non-profit), Special Libraries (profit), Three Directors-at-large who must be non-librarians. Three additional directors, one each from Chicago Public Library, University of Chicago Library and Northwestern University, hold permanent seats on the Board.

The Board of Directors appointed an Executive Director, whose employment was effective May 1, 1972. At that time, a headquarters office, donated by the Suburban Library System during the Council's formative period, was occupied. The Illinois Regional Library Council has thus been in full operation only four months.

Over the past four months, the Council staff has visited member libraries and existing cooperatives to identify the most pressing problems, investigate possible solutions and establish program priorities. The immediate areas of concern, as stated in the formal objectives adopted by the membership, are as follows:

A. Knowledge of Resources

The holdings, services and unique features of Chicago Metropolitan area libraries, library agencies and information centers will be described in such tools as bibliographies, guides to subject collections, directories and union lists.

B. Coordination of Resources

It is essential that each member library be able to supply the basic needs of its institution, but these libraries cannot afford to compete with each other in building duplicate collections of highly specialized research materials. Based on the knowledge the Council gains of area resources, it must then: 1) Identify the strong points of various collections; 2) Develop coordinated acquisitions programs to build on these strengths to avoid extensive and expensive duplication; and 3) Evolve collection development policies which will enlarge the area resources by filling existing gaps.

C. Accessibility of Information

Having described the Chicago area library collections, the Council must devise means for making them more accessible. In addition to Infopass, a device to promote uncomplicated access to the public of all area library resources, the Council will be concerned with improving interlibrary loan and delivery services, reference referral centers and reciprocal privileges.

D. Exchange of Information

The Council will investigate all the means for the rapid transfer of information, from the prosaic methods such as mail, telephone, scheduled messenger and truck delivery service to sophisticated electronic devices.

E. Automation

A long range goal of the Council is a computer center, dedicated to library service.

The Council must move rapidly to provide products and/or services that can be of immediate benefit and can demonstrate the potential contribution of such a cooperative agency. The spector of financial support is present until such time as funding, which will insure the continuity of the cooperative and its programs, is obtained. The Council is presently supported by membership fees and an LSCA Title III start-up grant.

In examining the future of the Illinois Regional Library Council and other similar intertype library cooperatives, the question of funding appears critical. While funding through the Library Services and Construction Act has served its purpose in many ways, such funding is inadequate for ambitious cooperative programs. Duration of demonstration periods should be extended to a five year maximum; otherwise, advance study to substantiate the need and feasibility of specific cooperative projects, and ability to experiment with pilot projects, will be sacrificed in order to produce immediate results. Such computer-based projects as on-line bibliographic services can certainly not be generated within the present time limits.

It is generally recognized that when cooperative programs are evolved locally, with maximum input from members, and are financially supported locally to some extent, they have more likelihood for success. The logic of internal support is acknowledged; however, in few instances has local support been sufficient to develop more than the most nominal programs.

The problems of funding may be partially resolved when those of structure and governance are solved. Some questions which need answers: Can intertype library cooperatives be most effectively developed through state agencies and within state boundaries, funded by state appropriations? Or would they be more effectively based on national regions, developed according to a National Network Plan, and federally supported? Or, are there natural conditions conducive to intertype library cooperation which transcend political boundaries and support considerations? Can such natural conditions be exploited and, if so, under any standards other than those perceived to satisfy local needs?

Intertype library cooperation, involving private profit and non-profit institutions, must be differentiated from library cooperation among publically-supported institutions. There is some recognition for accountability to the taxpayer in publically-supported institutions. On the other hand, private institutions may elect participation in cooperative library efforts only as they find their needs can be served.

A cooperative agency expecting to serve various types of libraries must be cognizant of the unique needs of each type of library, the levels of sophistication among members of the professional community served, and the degree of commitment within that community to both the philosophical concept and the realities of cooperation.

The intertype library cooperative may offer services which will benefit all members. It needs to recognize that all its activities need not benefit all its members, that select activities can be offered to select types of libraries, perhaps on a fee basis, rather than underwritten by the entire membership. A balance must be sought in the total services offered on a select basis.

The intertype library cooperative needs to provide opportunities for full communication among different types of librarians. This means breaking down some well established barriers and eliminating numerous misconceptions. Human attitudes have been traditional problems in library cooperation. If intertype library cooperation is to survive, attitudes must be altered and resistance to innovation overcome.

The writer sees the National Commission on Libraries and Information Science as having a unique opportunity to promote intertype library cooperation. It can:

1) Recommend effective structures and guidelines for library cooperative development, within the context of a future national network.

2) Recommend better coordination of the funding activities of federal agencies as they pertain to the library community.

3) Promote centralized reporting of all federally-supported library/information science research, both at the time that research is funded, while it is in progress and when its results are reported.

4) Support and recommend standardization of procedures and practices, without which library cooperative programs may continue to develop in a haphazard manner, with little hope of local programs ever fitting easily and inexpensively into a future national network.

5) Endorse a national census of libraries and information centers. How can the complex problems of the library community be confronted until that community is fully identified? Library census data should be made available in such form as to inform the public and the library profession of natural conditions which could be improved by cooperation. For example, directories grouping libraries geographically, by type, by source of support, by subject strengths, and by mission would be a useful tool for cooperative development.

6) Recognize the present state-of-the-art of coordinated acquisitions. At the 1972 ALA convention in Chicago, it was reported that the Commission would give priority to those cooperative projects which involved coordinated acquisitions. Until research has been conducted and facts made known about

patterns of use of all types of libraries, until the library profession accepts the economic need for sharing resources, until more effective means of transferring documents and information are available, coordinated acquisitions can, at best, be successfully undertaken only on a limited scale.

7) Support Education for Cooperation - please!
The greatest barrier to effective intertype library cooperation is the uninformed librarian. Overcoming human barriers is a slow and often painful task. It would be useful to a)have cooperative concepts interwoven into the course work offered in library schools; b) to have conferences and institutes available for the working librarians who may need to know how to make cooperative efforts succeed; and c) to increase funding to permit advanced students to conduct the research needed for well-conceived cooperative projects.

To summarize, I rank the problems involved in cooperation between various types of libraries in this order: 1) Human resistance; 2) Inadequate funding; 3)Lack of overall structure and guidelines for systematic development; and 4) Insufficient opportunities to communicate the advantages of cooperation.

INDIANA STATE UNIVERSITY TERRE HAUTE, INDIANA 47809

CUNNINGHAM MEMORIAL LIBRARY

July 31, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
1717 K Street, N.W., Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for affording me the opportunity to present these brief comments to the National Commission on Libraries and Information Science. I address them specifically to the topics mentioned in your recent letter; namely, the academic library as a public resource and its function within a local or regional network.

The academic library--especially the tax supported one--must be considered a public resource. The high cost of developing and servicing such collections can be justified only in terms of the widest possible use. And assuming the latter, can be justified only if every effort is made to minimize excessive costs while maximizing resources available through cooperation with other libraries, including participation in networks. Interlibrary cooperation can take a variety of forms, including sharing of resources, cooperative acquisitions programs which aim at avoiding excessive duplication of research materials; sharing of bibliographic data, etc.

It is my opinion that networks are a necessity if adequate library service at all levels is to be maintained. It is my further opinion that the greatest need and most practical end to be served by networks is the storage and retrieval of bibliographic information. I believe that they should be developed on a state, or in some cases, regional basis; that they can and should include libraries of all types; i.e., public, academic, and special; and that in view of the ultimate economies, improvement in quality of service,improved access to materials by the general public, more efficient acquisition and cataloging of materials by libraries, they should be supported by federal and/or state funds. Each state or regional network would require a central facility and staff which would develop a data base and provide a variety of services to network members, who should be connected to the central facility through an on-line link. The central facilities could themselves be linked as a super network on a national basis, thus providing access to a constantly growing body of bibliographic data on a very large scale.

Academic libraries should be principal nodes on state or regional networks, making their extensive research collections available to the general public in the region served as well as to their normal clientele, students and faculty of their own institution. It is naive to assume, however, that their resources, purchased and organized at such great cost, can be made generally available unless the libraries are compensated financially for their additional costs.

In my judgment the primary effort in the development of networks should be aimed at the storage and retrieval of bibliographic data, with the benefits to members of the networks including acquisitions information; computer printed catalog cards; union catalog (including serials) information from the central data base which will provide locations, thus expediting interlibrary loans; bibliographic searches of the data base on request utilizing a variety of entry points and providing, through sophisticated retrieval programs, bibliographies of materials and their locations. Except for limited projects in very narrowly defined subjects, the storage of information per se, i.e. the contents of books or other printed materials, is not yet practicable and could be accomplished only at prohibitive cost. Although the public is bombarded with "science fiction" articles which indicate that the computer will take over and the book will fade away, such is simply not the case within the forseeble future.

I believe that the views expressed preceding are defensible, but it is not within the scope of this brief statement to include a complete rationale.

Respectfully submitted,

Fred W. Hanes

Fred W. Hanes
Dean of Library Services

FWH:pl

STATEMENT OF

SENATOR VANCE HARTKE (D.-IND)

TO THE

NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

SEPTEMBER 27, 1972

While it is generally agreed that there is a need for an effective educational system, the library needs of this country are too often overlooked. If we accept the premise that a good educational system is necessary for an informed populace, we contradict ourselves if we do not put the same emphasis on our libraries and information services centers. A nation's libraries are the cornerstones of an effective educational system. We are wasting our time if we put our efforts into educational programs without an equal emphasis on our library needs.

The formation of the National Commission on Libraries and Information Science, and its nationwide hearings, exhibit a growing awareness of the importance of library services. It is commendable that, when the Commission was first established, emphasis was placed on the special library needs of the economically, socially, or culturally deprived person, and the means by which these needs could be met.

Recently, the United States House of Representatives passed a bill which called attention to an area which had not been previously mentioned as a special area of concern for library information services. In H.R. 15657, the Comprehensive Older Americans Services Amendments of 1972, provisions to amend the Act which set up the National Commission on Libraries and Information Science were set forth. I am the sponsor of a somewhat similar Senate version of that bill (S. 3076). These amendments would provide that the special needs of the elderly would be determined by a series of studies, surveys, and analyses. This legislation recognizes the need for more information concerning the requirements of the elderly in regard to libraries and information services. I would like to urge the Commission not to wait in taking up the investigation of these problems, but to begin to tackle them now.

The needs of the elderly should never be slighted. In a recommendation from the 1971 White House Conference on Aging, the same theme of library importance was first issued. The report cited the fact that, "Public libraries serve to support the cultural, informational, and recreational aspirations of all residents at many community levels." Because of this neighborhood character of libraries, and the growing interest within older citizens' groups in participating in lifetime education, the report urges the strengthening of libraries to provide a major support for older citizens' education which is directed toward an acceptance of the dignity and worth of non-work pursuits as well as development of leisure skills and appreciation.

The need for library resources for the elderly has now been acknowledged, but the problem confronting us now is how to meet these needs. Obviously, librarians need to be trained to understand the special problems that face the elderly citizen and they need to be trained to work with the elderly individual. There is a crying need for special library programs for the elderly. In conjunction with programs providing jobs for the elderly, these library programs could be staffed by elderly persons. There is a need for improved transportation services which will enable many of the elderly to have, for the first time, access to library services. For those elderly persons who are homebound, there is the necessity for the provision of in-home visits by library personnel.

These are all good recommendations, and my bill would appropriate funds to carry out many of these proposals. But the Commission must begin work now to alleviate the library problems of the elderly. These older citizens are, on the whole, not as well educated as younger segments of our society. While half of those people under 65 graduated from high school, half of those over 65 never went beyond elementary school. Because surveys show that a person's reading habits usually remain with him throughout his life, it is reasonably accurate to say that the present 65 and older group probably reads less than the average American.

But what about the future? In 10 to 15 years, the present 50 to 55 year old group will be entering the 65 plus group. This more educated segment of our society will undoubtedly be more inclined to read and use the libraries. The National Council on the Aging predicts that by 1980, there will be 24,500,000 persons over the age of 65. This is a large segment of reading public which we must provide with adequate facilities and services.

In conjunction with large-print books, libraries can make available talking books to those people with sight difficulties. There should also be an awareness of the possible inhibiting factors of the physical plant of the library. Entrances and interior features should facilitate use by the senior citizen as well as by the infirm and the handicapped.

These programs are valuable attempts at helping the aged, but there is one point we should not overlook: the reluctance of the aged to move about. Who knows how many avid readers there who go without reading materials just because they are too timid to cross a major highway. It is these elderly persons that we must make an extra attempt to reach.

One way which has been proposed to reach these people is through "drop-in" centers. Any neighborhood senior center or other neighborhood-oriented center in which the elderly participate could be utilized for a "drop-in" headquarters from which senior citizens can acquire books. A librarian visits the "drop-in" center on a regular basis bringing boxes of books for browsing and any specially requested items. The librarians can institute discussion groups and special programs for the elderly readers. In this way, many readers are reached who would otherwise never get close to the main library. With the upsurge in senior centers this approach is one of the most promising.

Researchers have found that the best results in elderly reader participation occur when the reader and the librarian can meet on a one-to-one basis. The librarian who can understand the interests of the elderly person can best encourage his desire for books.

Many people think the answer to an elderly person's reading is a "Senior Citizens" reading list, but librarians who are active with older people deny this. These librarians point out that the interests of senior citizens are just as varied as are younger people's interests. Just as a single reading list cannot fulfill the needs of everyone 35 to 45, neither can one list satisfy everyone over 65. Again, the necessity for a one-to-one relationship between the librarian and the senior citizen becomes obvious. Only a librarian who has come to know an elderly person as an individual can help guide his selection of books with any success.

We must promote the concept of library programs for the elderly more actively. While some libraries, such as the Donnell Library Center in New York City and the Milwaukee Public Library have already begun special programs for the elderly, other libraries must follow their lead. I urge this Commission to establish, through investigation of already existing programs, the various needs of the elderly concerning library services and make this information available to the public. In conjunction with this objective, I suggest the Commission set up model programs of library services for the elderly the outlines and procedures of which can be made available to other libraries as guidelines in establishing their own programs.

But foremost, I urge the Commission to act now. Many of our elderly citizens do not have five or ten years to wait before these services are instituted.

THE CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

UNIVERSITY LIBRARIES
(216) 687-2477

11 August 1972

Mr. Charles H. Stevens, Executive Secretary
National Commission of Libraries
and Information Science
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Stevens:

The Cleveland State University, which enrolled its first classes in September 1965, is a truly urban university located in the heart of downtown Cleveland, in Cuyahoga County in Ohio. Ninety-seven percent of its 15,000 students come from homes in the city or from communities within commuting distance. Approximately twelve percent come from minority groups or low-income families, a percentage, which through affirmative action programs is constantly increasing.

As the university has developed in seven years from a four year college to a university with a full-range of master's programs, heavy demands have been made, not only on the university's own library, but on the Cleveland Public Library, the Cuyahoga County Public Library, and libraries of suburban systems, and the libraries of Case Western Reserve University. Voluntary cooperation through the Library Council of Greater Cleveland, with a reference and interlibrary loan teletype network financed solely from the cooperating libraries' budgets has done much to make the rich local resources - 8,000,000 volumes - available to all residents of the community. A library resources committee of the Council has made some progress in the shared acquisitions of expensive materials and in the exchange of information among libraries.

Thus, a sincere and continuing effort has been made, in Cleveland, to provide effective library service utilizing local resources - materials, funds, and librarians.

Judicious use of relatively small amounts of additional money for this local effort would make superior library service possible. We have long recognized the need for a full-time executive and staff for the Library Council for short and long range planning and for the implementation of specific projects, yet we have been unable to finance this. I recommend, as a first priority, legislation providing matched federal funds for local cooperative networks.

The Cleveland Public Library, one of the nations great cultural resources, along with other large public research libraries, should be provided with special assistance, not only to maintain and strengthen its collections, but to enable it to make its resources available throughout the state and nation. I recommend legislation declaring the research library of the Cleveland Public Library a national resource making federal funds available for its support. Such legislation might well mandate that its bibliographical records become a part of the machine-readable data base of the Ohio College Library Center, and should encourage the physical transfer on loan of specialized materials for academic library use.

The library of Cleveland State University is committed to service to the community. This can best be done by its working closely with all types of libraries to make the total resources of the community available to all who need them. Although planning for state and national networks must go forward, I believe immediate support to local efforts is the first priority.

Very truly yours,

John P. Herling

John P. Herling
Director of Libraries

JPH:hl
Enclosure

Minnesota Society for Crippled Children and Adults, Inc.
"MiSCCA"
2004 Lyndale Ave. South • Minneapolis, Minnesota 55405 • Phone: 377-6490 • Area Code 612

September 20, 1972

Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
1717 K Street N.W.
Suite 601
Washington, D.C. 20036

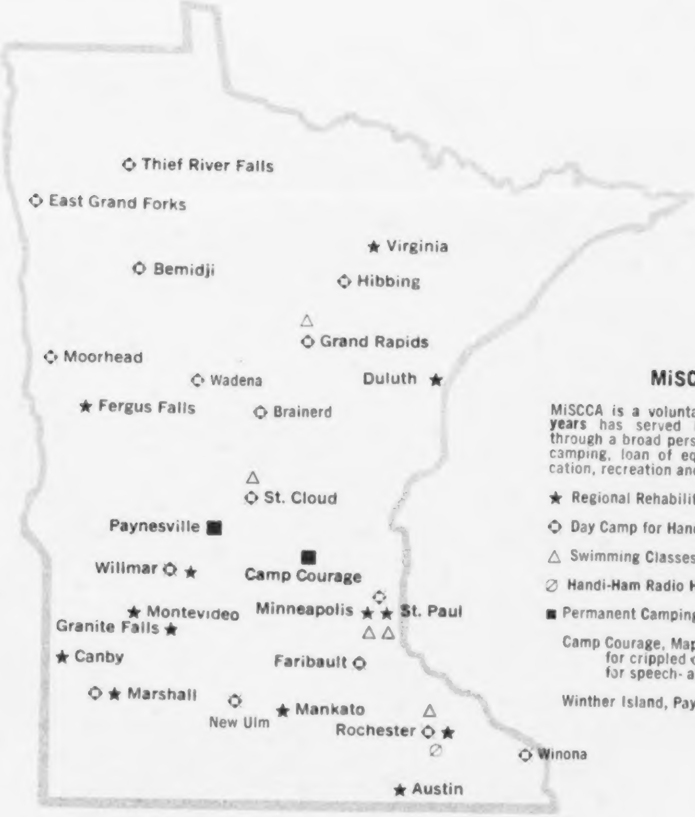
Dear Mr. Burkhardt,

Thank you very much for affording us the opportunity to express our views to your Commission relative to providing library services to the homebound and physically disabled public.

First, libraries have been just as guilty as all other segments of our society in denying to the physically handicapped and elderly access to the physical property through the incorporation of "architectural barriers" in the building design. There is no way that a wheelchair can climb steps or enter a conventional toilet compartment. In effect, we have been saying to the handicapped, "keep out!" This problem is being solved in Minnesota through modification of existing libraries and barrier-free construction of new facilities. This is being accomplished through state statute and rigid, sympathetic enforcement by Hannis Smith, Director, Office of Public Libraries and Interlibrary Cooperation, State Department of Education.

Second, we feel that all librarians should, by some means, be made aware that there are innumerable homebound people who could and would make good use of library facilities if given the opportunity. This means that the homebound in the community would have to be identified and a system set up to bring library services to them. The services could be provided through the mails, periodic visitation, or perhaps a modification of the bookmobile system or an entirely new system. The need for serving the homebound in rural areas is especially acute for obvious reasons.

-more-



MiSCCA SERVICE PROGRAMS

MiSCCA is a voluntary, non-profit health agency which for over 43 **years** has served Minnesota's handicapped children and adults through a broad personalized, professional program of rehabilitation, camping, loan of equipment items, speech therapy, research, education, recreation and other services.

★ Regional Rehabilitation and Employment

◇ Day Camp for Handicapped Children

△ Swimming Classes for Handicapped Children

⌀ Handi-Ham Radio Headquarters

■ Permanent Camping Facilities:

Camp Courage, Maple Lake
for crippled children and adults
for speech- and hearing-handicapped children

Winther Island, Paynesville

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Duluth

Third, after identification of the homebound, we should make them aware of the assistive reading devices that are available to them under Title IV B of the Library Services and Construction Act.

These are the basic problems in providing library services to the physically disabled, homebound and elderly as we see them. The solutions will not be come by easily but we are confident that they will come. Thank you again for affording us this opportunity.

Sincerely yours,

William B. Hopkins
Director of Education

WBH/eg
c.c. Hannis Smith

UNIVERSITY OF Minnesota

UNIVERSITY LIBRARIES
WILSON LIBRARY · MINNEAPOLIS, MINNESOTA 55455

Office of the Director

August 3, 1972

Dr. Frederick H. Burkhardt, Chairman
The National Commission on Libraries
and Information Science
1717 K Street N. W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

I appreciate the opportunity to provide testimony to the National Commission. By way of background I should identify myself as Director of the largest library resource in Minnesota, the University of Minnesota Libraries. We have over 3 million volumes in our library and represent an almost unique situation in the United States in that we are the only major university in the state. As a consequence the University's library resources represent the key research resource for the whole state. It is from this vantage point that I wish to relate our experience here in Minnesota as to the need to establish, by national policy, methods by which the citizens of each state can gain access to the information that they need, for whatever purpose.

As the result of a two-year experimental program conducted at the University of Minnesota Libraries, through which the University Library shared its resources with the academic and public libraries of the state, it was concluded that such service could be provided in an expeditious way, at reasonably modest cost, without serious impairment to the service of the University Library to its prime users -- the faculty and students of the University. As a consequence of the findings of this experimental project the State Legislature funded the MINITEX (Minnesota Interlibrary Teletype Exchange) program at $300, 000 for the biennium 1971-73. These funds permitted the University Library to provide expedited loans or photocopies to the out-state four-year academic institutions, most of the junior colleges of the state, and, with federal LSCA Title III funds and matching state funds, 10 regional public library resource centers. Through mutual arrangement the program was extended on a quid pro quo basis with the seven private college libraries within the Twin Cities metropolitan area and the large metropolitan public library systems, both city and county. We have, in effect, an incipient network established as a consequence of this program. There are many facets to this service which I think bear further study by the National Commission as a prototype of what might be accomplished in other states.

I cite the MINITEX experience here in Minnesota as an example or a prototype which the National Commission may want to consider in broader terms. My suggestion for consideration by the National Commission would be that as a national policy there might be established within every state "centers of excellence" which would have as a responsibility the back-up library service to all segments of the population of the state. This without a doubt would be the backbone of a national network of information and may indeed serve the need of the nation for some period of time, assuming that these "centers of excellence" would have mutual relationships.

Whereas the MINITEX program is modestly funded and even with such funds as are available it provides a high level of performance, I think it should be recognized that in any "cooperative" arrangement the large library that serves as the resource library makes a healthy contribution to the program. I would not be willing to estimate at this moment what the contribution of the University of Minnesota is to the MINITEX program. The University, of course, reaps certain goodwill benefits from this service, but it probably would not be too far out an estimate to assume that the University's contribution at least equals that of the other funds coming from the state and federal governments.

In my opinion, one of the major efforts of the National Commission, and an area in which it can make significant contribution, would be that of interlibrary networks. Frankly, I am less enthusiastic about national networks than I am state networks. We already have a national interlibrary loan network which functions and can continue to function in back-up support for major research libraries. One only has to look at the relative proportion of service we provide here at the University of Minnesota to off-campus users to realize that the big need is within our state, rather than national. For example, we are fast reaching the point when we will be providing loans or photocopies of at least 100,000 items per year to our state constituency. Over the years our interlibrary loan activity in loaning to other institutions has rarely gone beyond 10-12,000 items per year. Therefore, the ratio will soon become 10 to 1, I am sure. Needless to say, with that volume of business to out-state people, the MINITEX program is getting a lot of attention here in Minnesota from all sectors.

If you should like additional testimony on our experience with the MINITEX program and what we regard as implications of the program for the future, my colleagues and I will be glad to correspond with you further. Thank you for the opportunity to present this testimony for your consideration.

Very truly yours,

Ralph H. Hopp

Ralph H. Hopp
Director of Libraries

RHH:slp

4343 Wyandotte Drive
Fort Wayne, Indiana 46805
September 8, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Illness has prevented my meeting your September 1 deadline, but I hope my remarks concerning the future trends and problems of school libraries may still serve a useful purpose.

During the past twenty-five years we have seen the school library change from a quiet depository for a relatively small collection of books, pamphlets, periodicals, clippings and pictures to a learning laboratory, buzzingwith activity and equipped with large collections of carefully selected media. Certainly the media listed above form an important part of any current collection but included also are films, filmstrips, tape and disc recordings, art prints, realia, programmed instruction - any medium that may be used for learning as well as any technology needed to utilize materials.

A good library/media center is more than a storehouse for materials and equipment. It is a learning laboratory administered by thoroughly trained teachers who have specialized in library science and educational technology. This administrative staff is supported by paraprofessionals, clerical assistants and technicians.

The change in the composition and function of the school library has been rapid compared to educational change in general. Many problems exist which hinder the progress and efficient functioning of the school library/media center. Because of the unique function of the school library/media center, these problems affect the education of every child:

1. Many elementary schools have no library/media centers.
2. Many schools both elementary and secondary - have poorly equipped and understaffed library/media centers.
3. The school library/media center concept is seldom included in classroom teacher or school administrator training programs. Consequently, the library/media center program cannot be implemented fully.
4. Understaffing of the library/media center is presently a very common problem; all indicators point to an increase in the seriousness of this situation.
    a. Many school library/media centers are administered by clerical or volunteer personnel. (A school library media specialist needs to be competent as a classroom teacher and, in addition, have thorough knowledge of library science, including communication technology.)

   b. Since most administrators haven't been made aware of the modern media center concept in their academic training, they do not place proper staffing of the center high on their priority list.
   c. Teachers who are interested in specializing in this area are reluctant to do so when they see the practice of hiring non professionals in school library/media centers, especially where serious financial problems exist.
5. In many schools a traditional library and a classroom audiovisual program still exist.
6. Good faculty in-service training programs are almost nonexistent.
7. Many schools have inadequate quarters.
8. Many schools have inadequate collections.
   a. When administrators and faculty do not recognize the value and advantages of a good media center program, they do not provide for the acquisition of a carefully-selected, up-to-date collection.
   b. With the rapid increase in the amount of knowledge, collections soon become out-dated unless funds and staff knowledgeable in selection of materials are provided.
9. All problems related to school media centers will become even more serious unless well-planned solutions are implemented in the very near future because of current trends affecting them.

Among the trends affecting school library/media centers, the following are significant:

1. The increase in individualized instruction and independent study at all levels of instruction. (Such programs require larger quarters, larger staff, more equipment, and more extensive collection.)
2. Schools are being used more as community centers. This will increase demands on all services of the school library/media center.
3. Better training for administrators and faculty, improved programs of inservice training, and the influence of demonstration programs will cause the school library/media center to continue to develop as a learning laboratory equipped with all types of instructional media and technology.
4. The use of technology in education will increase as current forms are improved and new ones are devised. (This will increase the need for more financial resources.)
5. The individual school library/media center will be unable to provide all the information and technology needed by its users; therefore, cooperation among information centers will be essential. This may develop in the form of networks, and regional and national resource centers.
6. More programs for early childhood education including services to parents of young children will develop.

7. Faster, more efficient information acquisition, processing and dissemination will be developed.
8. Expertise in the selection of materials will increase in importance as the demand for volume and unit costs increase.
9. Operating costs will continue to soar, particularly in the area of technology.
10. The library/media staff will need to be larger and more diversified in specialization.

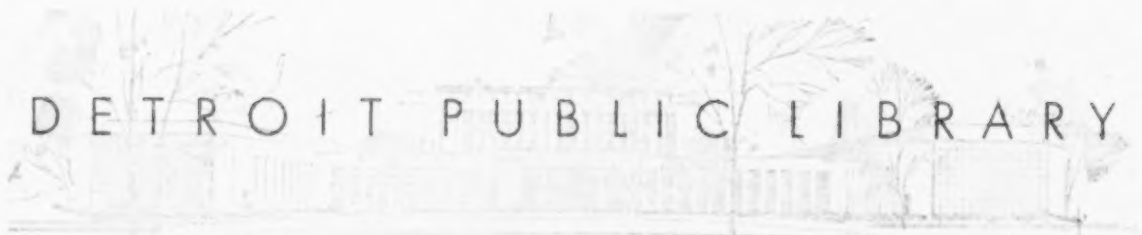
Thank you for this opportunity to comment on the present situation and possible future trends in the school library/media center program.

Sincerely,

Ferne Johnson

Ferne Johnson

FJ/es



DETROIT PUBLIC LIBRARY

5201 WOODWARD AVENUE, DETROIT, MICHIGAN 48202 PHONE 321-1000

MRS. CLARA S. JONES, Director
ROBERT B. CRONEBERGER, JR., Deputy Director

August 18, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I read your letter with great interest because of the importance of the Commission's coming regional hearing. I will respond in the area suggested in your sentence, "We are particularly interested in your assessment of the problems involved in developing new outreach and service programs in the metropolitan public libraries". I believe I am on firm ground in saying that the public library is the most immediately threatened of all. However, my strongly held conviction is that the financial threat is not greater than the increasingly sharp challenge to the essentiality of public library services, as presently constructed. Urban university libraries are a threat to the central or main public library; school libraries, beginning to assess their potential, are asking of branch public libraries, "Are we duplicating each other?"; city budget directors watch downward spiraling circulation figures, take note, and place public libraries lower and lower on their list of priorities.

Deep concern has led me to seek funds from a local foundation to call a conference of directors of large public libraries for the purpose of facing squarely this life-or-death nationwide problem of relevancy and effectiveness of the public library program. (This is not an announcement because I am only in the process of preparing a proposal.) "The problem" is by no means confined to the inner city. There is no place for librarians to seek comfort except in intensive, concerted exploration leading to immediate, meaningful action. There is no need, and no time left for more surveys or studies. Never before has the publc library had to justify its very existence, and mere arguments are of no avail.

I am enclosing, first, a copy of the proposal mentioned above because it expresses my assessment of the subject I agreed to discuss. Secondly, every public library director has many dreams and pet projects. I have my share, which I won't inflict on you in any quantity, but I will submit two. One is a statement of our plans for developing "Community Information Centers", and the other is a small project dealing with lost books and lost patrons.

Both are "structural changes," the first an important one, the second, a very modest sample.

I hope my observations serve your purpose in some way.

Very truly yours,

Clara S. Jones

Director

cm

enc.

LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN
600 NORTH PARK STREET MADISON, WISCONSIN 53706

July 21, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K. Street, N. W.
Suite 601
Washington, D.C. 20036

Dear Sir:

In answer to your recent communication I would say that if I had but one wish for librarianship I would ask for the establishment of an Office of Cooperative Studies on Computer-Based Operations.

The need for such an office can be seen, for example, in the scant use so far made of the MARC tapes. Very few libraries have the funds and the know-how to make good use of this significant machine-readable bibliographic data.

In this connection I call your attention to the deplorable situation we would have found ourselves in with respect to the 1970 census data on magnetic tapes had it not been for the fortuitous availability of Dual Labs and a foundation grant which enabled a number of institutions to make use of this data at little cost.

Then there is the circumstance that perhaps fewer than six libraries are in a position to contemplate computer-based operations from a systems point of view. What we have instead, is a number of dis-oriented examples which fail to provide the pay-off in services that a systems approach promises.

Finally, I call your attention to the circumstance that few cooperative projects based on computer techology have been originated. The Ohio College Library Center and the New England Libraries Information Network are among the few. We need more such developments, but what is lacking is the encouragement that could be provided by a national office devoted to the furtherance of cooperative projects.

A few years ago I tried to persuade the library members belonging to the Committee on Institutional Cooperation to institute cooperative studies, but the information scientists employed in these libraries were preoccupied with in-house projects.

EDUCOM is not the answer to what I have in mind. The establishment of EDUNET presupposes a range of data nodes capable of participation in the interchange of machine-readable data. In my opinion there are two reasons why librarians are little excited by EDUCOM. First, the kind of data being proposed

Mr. Frederick H. Burkhardt
page 2

July 21, 1972

is in the main not now the responsibility of librarians. Second, there is not enough know-how in libraries to participate. I believe EDUCOM would eventually profit if libraries were in a position to take advantage of the proposed network. What EDUCOM proposes, in so far as libraries are in question, is to bring a national electric grid up to the front door of a house that has not been wired for electricity.

Sincerely,

Louis Kaplan

Louis Kaplan
Professor

LK/gm

RESOURCES AND TECHNICAL SERVICES DIVISION
A DIVISION OF THE
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

August 18, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W., Suite 601
Washington, DC 20036

Dear Mr. Burkhardt:

In your July 24, 1972 letter you asked me to comment on current problems and future trends within the area of technical services in libraries. These comments are my own and do not necessarily reflect the views of the Resources and Technical Services Division. I am interpreting technical services to cover the resource development, acquisitions, cataloging, classification, reproduction and preservation of library materials necessary for meeting the information needs of the world. Since it is obviously impossible for a library to meet from its own resources the complete information needs even of its own immediate clientele, the key concepts we need to consider are cooperation, coordination and standardization at the local, national and international levels.

The development of library resources is a major concern of technical services librarians. In this time of economic and budgetary restrictions, libraries need to find the most efficient way to use the limited finances for obtaining the information resources needed by present and potential library users. Libraries of all types need to continue to coordinate the acquisition of materials by subject and/or geographic area and to share their resources by interlibrary lending as well as by developing various kinds of networks for communicating information and services. Resolution of the copyright issue is of paramount importance if libraries are to share resources. Better statistical information is needed about the cost of library materials and the cost of selecting, acquiring, classifying, cataloging, processing, preserving and reproducing library materials in all formats and in all types of libraries.

Centralization of cataloging is a trend which should continue. The Cataloging in Publication program at the Library of Congress is providing cataloging information in many American trade books. The program should be expanded further in order to free the individual library catalog departments for describing and organizing the material unique to that library. Improved bibliographic control of government documents through the improvement of such document retrieval tools as the MONTHLY CATALOG OF UNITED STATES PUBLICATIONS (issued by the U. S. Superintendent of Documents) is urgently needed.

Librarians need to use present technology, e.g., computers, telefacsimile transmission equipment, etc., and to develop new technology to obtain, prepare for use, and preserve the library materials of all types for users of all kinds of libraries. Libraries need to make the most efficient use of professional and clerical staff. This may include the development of new organizational patterns for increasing efficiency and effectiveness.

Standardization nationally and internationally goes hand-in-hand with cooperation, and coordination. One standard, the ANGLO-AMERICAN CATALOGING RULES, is constantly being up-dated. Rules are being developed for handling new types of materials, e.g. the cataloging of non-print materials, and of computer tapes; computer filing rules, etc. Rules for new types of materials must be developed in a timely fashion so these rules are available when needed by the libraries collecting the material.

Library school education, continuing education and training for technical services personnel at all levels must be available. The current trends to eliminate or make optional the technical services courses in library schools should not be allowed to continue since such courses should provide knowledge which is basic for all professional librarians no matter what their specialization will be. As technical services personnel seek to update their education, they must have opportunities for refresher seminars or courses in subjects related to new job responsibilities and opportunities.

Librarians must look ahead and predict what effect new concepts and technology, e.g. open universities, and cable television, will have on libraries (and specifically technical services) in order to be prepared for the impact. Librarians must look ahead to predict the kinds of new materials which libraries need to acquire and prepare for use. As library collections include more and more objects (as opposed to printed materials) libraries need to cooperate and coordinate with other units of our educational structure, e.g. museums.

The Resources and Technical Services Division of the American Library Association and its regional affiliate groups must participate actively in identifying the problems of the future and seeking solutions in a timely fashion. These groups can also participate by sponsoring continuing education seminars, by developing and publishing articles and bibliographies on technical services subjects and by identifying libraries with innovative and workable solutions to specific technical services problems.

I recommend that the National Commission on Libraries and Information Science turn its attention particularly to:

1) Urging present statistics gathering agencies to collect and publish adequate technical services statistics;

2) Pressing for passage of copyright legislation which does not hinder libraries from serving their patrons while at the same time is fair to owners of literary property;

3) Encouraging development of new technology to assist in the acquiring, organizing, reproducing and preserving of library materials;

4) Encouraging the expansion of the Cataloging in Publication program at the Library of Congress and encouraging the further development of cooperative cataloging networks;

5) Urging the U. S. Superintendent of Documents to improve the usefulness of the MONTHLY CATALOG by collecting and implementing suggestions from documents librarians;

6) Urging library schools to retain and require courses in the philosophy and techniques of technical services and urging all appropriate agencies to continue to develop continuing education opportunities for all levels of technical services personnel.

Thank you for giving me this opportunity to contribute my views on current problems and future trends in technical services.

Sincerely yours,

Carol R. Kelm

Mrs. Carol R. Kelm
RTSD Executive Secretary

CRK:LC
cc: Mr. R. Wedgeworth
Mrs. Connie Dunlap
Mrs. Dorothy Ladd
Miss Barbara Westby

Illinois Association of School Librarians

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Ruth Kenney

STATEMENT OF EDMUND J. KUCHARSKI

ASSISTANT SECRETARY OF STATE

TO THE NATIONAL COMMISSION OF LIBRARIES AND INFORMATION SCIENCES

In my capacity as Assistant Secretary of State, I have been privileged during the past two years to become better acquainted with the library condition in the State of Illinois, and I have begun to realize the need which exists among all people of the state for the kinds of services that only libraries can offer.

The need for information of some kind or other occurs almost daily in the lives of a great many people in the state, and libraries are the logical places to turn for information.

In order to satisfy this need, libraries on all levels need increased resources in materials and trained personnel on their own premises, and they also require backup resources to be found only in the large resource libraries of the state. The Network of Library Systems in Illinois provides the opportunity for the patron of the member public library of any system to call upon the resources of the four Research and Reference Centers in the Network. In order to make the resources of all the libraries available to all the people it is necessary to enlarge the network which exists through the Library Systems to include first the academic libraries and later the special libraries and school libraries.

The provision of information for governmental agencies is an important part of the activities of the Illinois State Library, and for that reason a reference office is planned to serve the offices of state government which are maintained in Chicago. This, too, will need to call upon the network in order to provide information for its special clientele. Obviously, because of the responsibility of the state to meet the needs of the people of the state, it is necessary for part of the money needed to support library service to come from state funds. During this fiscal year, the state will provide more than seven million dollars to enable Library Systems to increase and improve their services to the member libraries, thus enabling the library patron, wherever he may live in the state, to call upon his local library for the kind of information he needs. At present local effort to support libraries must come entirely from funds secured by a tax on real property. The citizen whose taxes support a variety of local services is badly in need of relief. The need for increased funding for local library service and the need to relieve the burdened taxpayer indicate that a more equitable method of providing library service must be found.

A partnership for the support of libraries should be developed in order to provide funding for libraries on three levels, the local, the state, and the federal level. Such a sharing of funding would acknowledge the responsibility of the local community to provide for itself, the responsibility of the state for all of its citizens, and the responsibility of the federal government to implement its goal for an educated and enlightened citizenry.

Alex Ladenson
Chief Librarian
Chicago Public Library
Chicago, Illinois

The large public libraries of America are in the midst of an urban crisis that is of crushing proportions. Mayor John Lindsay of New York has succinctly diagnosed the nature and magnitude of the illness when he stated: "Our central cities have become the repository of our two most painful national problems - poverty and race. Together they have brought frustration and despair, polarization and fear - and finally violance and disorder". Thus in examining the needs of a large metropolitan library such as the Chicago Public Library, it is extremely urgent to bear in mind the social conditions under which it operates.

One of the most critical problems that the Chicago Public Library faces is how to reach and serve effectively the residents of the poverty and underprivileged areas of our city. We must reach a large sector of the black population as well as a considerable body of Spanish-speaking people, Appalachian whites and American Indians. In attempting to deal with this problem, it has become clear that the traditional patterns of library service are ineffectual. The concept of a free public library is foreign to many who live in the low-income areas of the city; they do not understand that it is free and what it can do for them. New methods and techniques need to be developed on a mass scale to reach the people living in our ghettos. Much more money is required to reach the people living in low-income areas than those residing in higher-income communities. School libraries are generally inadequate and the public library must supplement the work of the school.

Another problem that confronts the Chicago Public Library is that it extends services to a huge number of people who do not live within the political boundaries of the city and do not contribute to the financial support of the library. Approximately twenty-five percent of the persons who use the Central Library do not live in Chicago and ipso facto do not pay taxes for its operation. The Chicago Public Library has recently concluded reciprocal borrowing agreements with the public libraries of 165 suburban communities located in the metropolitan area of the city. Although exact statistics at this time are not available, it is quite clear that the Chicago Public Library will lend a great many more books to the people residing in the suburban communities than the people of Chicago will borrow from the public libraries of these same communities.

Another problem that affects the Chicago Public Library is that many of the institutions of higher education, located in the metropolitan area of Chicago, do not have adequate library facilities, and as a result the Chicago Public Library is called upon to serve many of their students. In Chicago the newly-established complex of community colleges, state universities and private schools has created a great demand for library resources which these institutions cannot fill adequately, and which consequently the Chicago Public Library must attempt to meet.

Still another problem is the sheer complexity of modern life which has proliferated the need for information at all levels, at a time when important information agencies have suspended their operations. The information bureaus formerly maintained by the Chicago Tribune and the Sun-Times/Daily News have been closed and the Chicago Public Library is attempting to fill this gap. New social problems such as environmental control call for the dissemination of information which the public library must provide.

The problem of the physically handicapped and the aged presents a special challenge to the Chicago Public Library. The peculiar needs of this segment of the population requires the development of new skills in providing materials and services for these people.

Finally is the problem of the knowledge explosion with the flood of literature that must be harnessed effectively. A major task that the large public library faces is finding ways to wed the printed word to the electronic impulse. It is vital that the computer, facsimile transmission, laser beam, microphotography, television and radio become the everyday tools of the librarian. The whole field of the multi-media including cassettes, electronic video recordings, teaching machines, films, filmstrips, tapes and phonodiscs must supplement the use of books.

A most distressing element which runs through all of these problems is the matter of finance. Without exception, the large public libraries of our major cities are ill-funded. They depend almost exclusively on local property taxes which cannot be stretched any further. Moreover, the method of collecting the property tax is under attack in the courts, and the entire resulting situation may become critical. New sources of revenue must be found, if the public libraries are to function effectively.

Since local property taxes cannot be increased, we must look to the state and federal governments for relief. The rationale for state aid is based on the principle that education is a primary function of state government, and since public libraries are part of the educational system, it follows that the state has a direct responsibility for their financial support. The recently published state library standards contain the following guideline:

> "The state share in financing of local public library service should be at least one-third to one-half of the total cost of a sound minimum public library program as set forth in the state plan for library development."

But the federal government has also an important role to play in the financial support of public libraries. However, the legal framework of the Library Services and Construction Act, which was conceived in 1956, must be overhauled. It is essentially a demonstration program which does not meet the needs of the time. What is required at this juncture is general federal aid to public libraries on a regular annual basis with a minimum of strings attached. While it is recognized that it would be impractical to attempt to abolish the Library Services and Construction Act in toto and start anew, steps should be immediately taken to amend it so that it could be converted in the direction of general federal assistance. As an initial step, it is proposed that a new title be added to the Library Services and Construction Act which will provide for general federal aid to large public libraries on the basis of $1.00 per capita.

With local funding to remain at its present level, coupled with increased state and federal aid as recommended above, the public libraries of America can become strong and vital institutions which can help to further the educational, cultural and economic development of our people.

Alex Ladenson,
Chief Librarian
The Chicago Public Library

August 10, 1972

TRENDS IN CHILDREN'S SERVICE

by

Rose S. Levenson

Children's Work Supervisor

South Side Regional District

CHICAGO PUBLIC LIBRARY

TRENDS IN CHILDREN'S SERVICE

You have asked for my views on the relationship of children to libraries and how the changing demands of this age group have affected the service of all types of libraries. I must first restate the question in terms that are meaningful to me. Does the question ask "What do children need from libraries and how do we go about giving it to them?" I am still uneasy, so I must start on the word "children". Children are not one age group. Anyone who plans the same service to pre-school and twelve year old children is wasting public funds and turning away potential readers.

Within each age group there is a wide spectrum of needs, from the child who is saturated with stimulation till he has lost the power to be self-activated, to the child who has been denied the most common experiences. Can the library offer the same services to a child in the open classroom that it offers to a child who goes to a school where discipline takes most of the school's attention? Should the library offer the same service to a Spanish speaking child, an American Indian and a child conscious of his Black heritage? Will this service be the same as that to a child from a culturally barren affulent home? Planning of library book collections and programs must begin by identifying the segment of the youth population that will be served.

Next I am uneasy that by using the word "libraries" we are restricting ourselves to one kind of institution. Are libraries, as depositories of books, important or is it the making available ideas and information, and the stimulation of active response from the user, that we are concerned about? In other words, are we primarily interested in libraries or is the making available of ideas and facts more important? Public libraries and school libraries are justified if they facilitate communication, the offering and receiving of ideas and information. If they do not, then they are monuments to our egos.

So now we come to the question -- what are the programs, materials and facilities that will help all these different kinds of children learn to use communication media and that will encourage them to respond by communicating their ideas, feelings and creative efforts?

In line with this restatement I will say that I think the traditional children's room in the public library and the grade school library room are obsolete. Services must be designed to encourage pre-school children to use language to communicate, and to react to the communication they receive. Books, films, records, artifacts, models, toys, games, craft materials will be part of an environment where children can manipulate, compare, organize and react to many kinds of stimulation. Pre-school story hour will not be designed to amuse passive little ones, but will be organized as experiences in which the participants react to the material presented and actively assume roles in the program. Finger games, songs, masks, puppets, creative dramatics, crafts, active audience participation all stimulate the child to receive and offer communication. A collection of fine picture books and some story-telling is not satisfying the pre-school child's needs in the light of what we know about early childhood learning. This new kind of service takes more staff. The participants in group activities have to be few in number and the relationship close to person to person. Flexibility and imagination in programming and book recommendations can only be achieved where there is staff trained to elicit response and who are allowed time to plan activities that are custom-made to individual needs. They must have the material resources to use in their programs.

When we consider service to the school-age child we will find that the traditional good safe, well-rounded, basic collection no longer serves. There was a time when school-age children came to the library to fill a school assignment or read a "good book". A library could plan a collection that covered the school curriculum, the children's classics, prize books and a large selection of fiction. The fiction titles were grouped in headings such as "Sports Stories", "Mysteries", "Adventure" and "Teen-age Stories". Such books are still the back-bone of most school and public library fiction collections. Librarians and teachers are saying "Children don't read books the way they use to." The children find that a chapter on the colonial period in a U.S. history book is not going to help them make a model of a New England town in the 17th century. A book on botany will not stimulate an original project on photosynthesis. The story about a day in the life of Pedro of Puerto Rico will be rejected by the child who is trying to present to his class authentic Puerto Rican folk dances. The child who came to the library to read a book for fun now has a paperback book-shop in his school where he can buy attractive, inexpensive books that look like the kind adults read.

A boy who follows the latest news on space exploration as it is unfolded on TV and newspapers is not satisfied with last year's book on astronauts. If we are offering communication and encouraging children to communicate we must stock a wide variety of cassetts, tapes, films, filmstrips, transparencies and printed material produced by experts on current interests. The child who wants to know does not care if he gets the information from an adult handbook, an out-of-town newspaper or a filmstrip. The paradox is that while no collection can be too wide for his interests, he needs personal attention and recognition that he is an unique individual. Standardized collections and routine service do not answer the needs of the many kinds of children that should be using the library. The old established programs such as story hour and book clubs are not going to attract children to reading and create habits of using sources of information. Different communities need different collections and programs. What all libraries will have in common is sensitivity to the needs of the individual and the community. The staff must be able to analysis the community's concerns and seek out materials and devise programs that fill these needs. They must have the skill to diagnose and respond to individual and group needs.

Programs that encourage communicating skills can not be standardized. Activities that will evolve may use cameras, puppets, craft materials, creative writing workshops, choral reading and audio-visual software designed by the children. All the resources of the library will be needed to make such programs effective.

The school library and the public library will be engaged beyond their present limits to satisfy these needs. School libraries will come to be more a part of the class-room, bringing printed and non-print material right where the learning is taking place. The schools have broken out of the confines of black-board walls and text-book covers. They are going into the library and the community to find their learning materials. These habits of investigation spill over to their out-side interests. The children's rooms, like the school library can not contain them unless they offer a wide variety of sophisticated materials. School libraries will serve their school needs. The community library, because it serves not one school, but all schools in the district will supply the unusual, the more advanced and detailed material that is geared to the whole family and the individual. Items that are too expensive to purchase for one child in a school are practical for a public library that serves many more children in the district. The school library and the children's room should be able to use the full resources of a well-stocked adult library. All agencies will have to agree on when to duplicate and when to depend on other libraries' resources.

All these bright promises of the future depend on two contingents. This kind of service is not cheap. It can't be done on the same budget as traditional service. Municipal funds can not provide the variety and quantity of equipment, resources and staff needed. Other sources of revenue will have to be found. The second problem is staff. The graduate of library school, with a class in education and a few classes in children's literature, is not qualified to delve into a community's needs and then assemble and interpret the materials required. Library schools must train their students to work with community groups, to be sensitive to unspoken needs and to be imaginative in designing programs. Practice teaching is required for teaching. A similar program should be instituted in every library school so that graduates would have actual experience in institutions that are adapted to the community they serve. Those not suited for the work would find this out quickly. Those with aptitude would be encouraged by seeing good work.

The effective children's department in the future will not have just children's librarians. A field worker with training in social service, sociology and group work will go out in the community explaining the library to the public and reporting the community needs to the staff. Experts in other disciplines such as art, dramatics, music, education or science will be employed to develop programs that use the resources of the library to introduce the children to many aspects of communication.

This type of programs makes heavy demands on the staff. Library school and on-the-job experience have not proven to be sufficient to insure the best possible service. Built into every children's department in-service program must be a plan for continuous staff development. Experts on group dynamics, non-book media, early childhood education and other areas must be used to help the staff keep growing.

These are trends and needs as I see them. If children in the future are to be trained to think, use the knowledge of the past and create the knowledge of the future, then libraries will have to be more than collections of books that are dispensed by librarians. They must be institutions that deal with interpretation and creation of knowledge. Money and freedom from past routines will be needed.

STATEMENT OF JOHN W. LEWIS

SECRETARY OF STATE AND STATE LIBRARIAN

TO THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Springfield, Illinois

My interest in libraries had existed long before I became Secretary of State and State Librarian. This may have been partly because two of my sisters are librarians. One is still the librarian in my hometown, and the other retired several years ago from the Illinois State Library.

As a Member of the General Assembly I supported library legislation, particularly that which resulted in our eighteen library systems, and I also supported enthusiastically the appropriation bills for library systems and for the State Library.

In my capacity as State Librarian, I have had an opportunity to become more aware of the library condition statewide and to some extent nationwide. I have noted the continuing need of our citizens for the information that is available to all the people of the state only through libraries. As Chairman of National Library Week for Illinois, I subscribed fully to the concept of the Right to Read and the Right to Know, and I believe that libraries have a major role to play in the provision of those rights.

The need to improve methods for providing information is set forth in our long range program for library development in Illinois which calls for the strengthening and enlarging of the network that already exists in the library system framework. In order to make the network really effective and responsive to all the needs of the people it is necessary to expand its services to all the libraries of the state, academic libraries first, perhaps, and then special libraries and schools. Of almost equal importance to the expansion of the network is the need to increase the library resources available to the users and the need to provide adequately trained library staffs to assure that the request of the citizen is given fast, efficient attention.

The need to identify the best way to provide information to people has led us to the conference we are planning on Total Access to Intellectual Resources. During this conference we will attempt to involve all the other providers of information - the press, radio, television, and whatever other sources people go to for information - in the hope that a partnership can be developed to make sure that everyone in the state can have the information when and where he needs it, and at the level at which he needs it.

As State Librarian, I have become more and more aware of the cost of good library service, and more and more aware of the inability of some communities to give their people the kind of library service that everyone has a right to expect. Libraries are supported by the already overburdened property tax. There is obviously a need to provide some other source of income for libraries and to relieve the property taxpayer. In the past seven years we have, in Illinois, provided additional resources and services to the local library through the resources and services offered by the library systems, and through a small equalization grant for libraries in areas of very low property valuation. Beginning with the formation of the first library systems, all systems have been fully funded as they were organized, thus enabling them to begin immediately to provide meaningful help in the form of resources and services for their member libraries. For this fiscal year more than seven million dollars of state funds has been appropriated for Library Systems to provide services to the local libraries. The amount of state money spent for libraries in Illinois is second only to the amount spent by New York. The funds coming to the state through the Library Services and Construction Act have been used to provide service or resources on a statewide basis.

I am constantly conscious of the need for continuing improvement in the amount of funds for libraries and the need for some of this funding to come from other than the local level. Like the partnership we are working toward in the provision of information, a similar partnership should be established for the funding of library services: first, because each community must have pride in its library and want it to be excellent, there must be local contribution to the funding; secondly, because the state, too, has a pride in its libraries and a desire for excellence in all of them, there must be state funds for the support of libraries; and finally, since excellent library service in any state contributes to the nation as a whole, there must be continued and even increased funding from the federal level.

Only by working together and by cooperation on all levels can the right of the individual to read and to know be truly achieved.

THOMAS G. LONG
ROCKWELL T. GUST
A. HILLIARD WILLIAMS
VICTOR W. KLEIN
T. GORDON SCUPHOLM
ALFRED W. MASSNICK
MARTIN L. BUTZEL
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LEO M. BUTZEL
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DAVID W. KENDALL
OF COUNSEL

August 28, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission On Libraries
And Information Science
Suite 601 - 1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

This will acknowledge receipt of your letter of August 11, 1972 requesting me to submit a statement of library needs. I served for 25 years on the Detroit Library Commission charged with the operation of the Main Library and branch libraries of Detroit. The chief problem during the entire 25 years was that the Commission never in any year had an adequate amount of money for books and when I say adequate I mean any sum approaching what the public libraries of similar or much smaller cities had for books and other informatory materials.

I am in no condition to come and testify or even to prepare an extended written statement. I am 90 years of age nearest birthday (January 24, 1973) with impaired hearing and eyesight so impaired that I can no longer look up anything in most books. The monetary ability of the Detroit Commission to purchase books and other library materials is now the poorest it has ever been and with no betterment in sight.

Sincerely,

Thomas G. Long

2:Gmd.

WESTERN MICHIGAN UNIVERSITY

THE GRADUATE COLLEGE
SCHOOL OF LIBRARIANSHIP

KALAMAZOO, MICHIGAN
49001

August 31, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

I have just returned from a vacation overseas to find your request for written testimony at the National Commission's regional hearing on September 27. I regret exceedingly this delay in replying to your letter, but I trust you will understand.

I suspect it is too late for any testimony of mine to be included, but I would like to go on record informally nevertheless.

My particular interest is naturally library education and through it, the development of the profession as a whole. I believe that library education at this time, at least in the programs developed by the accredited graduate library schools, is concerned with an honest and intensive analysis of curriculum. There is every indication that curricula, both content and specific courses, are being changed to meet current and future needs. Emphasis on new communication media, on new and improved ways to serve a wider public, on continuing education for librarians in the field are matters of immediate concern. Not only are library schools alert to the changing community needs and interests, they are also aware of the need to recruit many kinds of people into the profession--minority groups obviously, but also specialists in various areas of knowledge. They are attempting to educate prospective librarians in the latest phases of management and control in order to make better use of personnel already on hand.

There is still a great need for an education program for the layman in order to better interpret the value of libraries in today's society. This is a concern of library educators, but is a need which must actually be faced by the entire profession as well as others who believe in library services. Tangential to this, I believe we must work for closer understanding and for more direct communication among all media, information science and library personnel. Audiovisual, computer specialists and print oriented professionals are still pulling in too many different directions. Current economic and management directions do not allow for this multiplicity and duplication of services. Graduates of our programs are aware of this and are disturbed when they go into the field to discover old prejudices and practices still in evidence.

Although we are having more difficulty in placing graduates this year, nevertheless if they are mobile, there are positions. We believe our evidence shows that this situation will continue for several years. We need to recruit for the ablest, both in terms of intelligence and ability to work with people.

Obviously. one of the greatest needs at the moment is for scholarship assistance. Many are interested, but the number of "no-shows" who indicate they could not come without financial assistance has increased by at least 25%. In view of this specific financial need, as well as the equally important stress on continuing education for people in the field, it does not seem wise to "put all our eggs in one basket"--in other words to allocate available funds to one type of library education. There should be equitable distribution for scholarships and loans as well as for institutes, workshops, etc., on both short and long term basis.

Speaking specifically about the program at Western Michigan University, may I mention the current program funded through EPDA for training community college librarians for work with minority and special student groups (drop outs, senior citizens, vocational technical youth, etc.). Opportunities like this, which permit a library school to zero in on a particular service need, in an experimental fashion, are important both to the education and to the general future of librarians. Breadth of choice is a must for library schools located as they are in various parts of the country, influenced by their local community and state needs, and having specialized faculties of various fields. There should not be tight restriction on the types of library education programs to be developed or the types of people to be supported. A profession which serves all peoples in all communities must indeed be supported from a broad base.

I appreciate the opportunity of sending you this short statement. I sincerely hope the Midwest hearings will be of value to the Commission as well as to the profession in general.

Sincerely,

Jean E Lowrie

Jean E. Lowrie
Director

JEL:arv

THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE TESTIMONY

PREPARED BY JOHN P. MC GOWAN, UNIVERSITY LIBRARIAN, NORTHWESTERN UNIVERSITY

Libraries must identify new solutions to their problems if they are to continue to meet the demands and requirements of a diverse and growing community of users. The problems which are manifestly clear stem from the social and technological changes that have taken place during the last few years and also the dimunition in the base of financial support for many libraries. During a period when many universities are departing from the traditional academic programs, exploring new modes and forms of instructions, dealing with the non-resident mobile student, introducing new programs involving various forms of media, the library with limited resources is unable to respond to these changes and contribute to the programs. Even the most talented library administrator who has brought his organization to the peak of operating efficiency will recognize that without increased support he will ultimately approach a limit in the optimum utilization of his available resources. In those few cases where such administrators have had the good fortune to be able to use technology to improve the operation and to increase the capacity of the organization to meet new demands, it becomes clear that there also are limitations even with this approach. Such factors as the obsolescence of the technology, the cost of developing, implementing and maintaining the systems are, by any standards, sizeable if carried out by any single institution. One need only point to the very difficult problem that a single university faces when it is required to maintain large computer files of data. It is unfortunate that many libraries have had to develop these systems and operations on their own because there have been no regional or central agency that could develop such systems on a cooperative basis. Without this type of assistance many libraries dissipate their energies and resources in the pursuit and development of systems that even if successful will be very difficult to patch together into a network configuration. The early development of the telephone system in the United States is an example that libraries are tending to emulate.

Institutions with their own computers have developed a variety of routines that in most cases have limited applications beyond their own boundaries. Similar to the early telephone installations each institution has deemed it necessary, because there have been few alternatives open to them, to build their own system rather than relying on a broad based utility dedicated to serving all and optimizing communication by arriving at some common and acceptable standards. The concept of a computer utility for the library community is a good one which needs support, and such a broad based utility dedicated to carrying out many library operations needs to be developed. Many benefits would be derived from such an effort. As an example, one can visualize regional centers containing a variety of library files and data bases. A file of periodical holdings of many libraries could be accessible by means of remote terminals. The utility would identify items needed for interlibrary loan, generate the lending and borrowing notices, keep track of and balance the interlibrary loans within the system and generate sufficient data that might lead to a more rational basis for developing research collections. There are countless other applications. Perhaps the most promising possibility is the prospect for making library resources more readily available to a larger community of users. This will be particularly important if libraries are to meet their obligations to their own and other institutions which are entering a period which will see innovation and experimentation and new demands placed on their services. The library in its present form of organization with the prospect for static support will be unable to respond to these changes. The alternatives that are open suggest solutions that go beyond the resources of any single institution. Libraries must not only employ existing technology on a broad cooperative basis but must also plan and organize with the same principles in mind. The proposal considered by the Association of Research Libraries that would in effect create a corporation composed of major libraries is a move in this direction. Corporate library planning to be successful might ultimately require the corporation to hold some form of title to the resources of member institutions who would have curatorial rights in return for which there would be a commitment by the corporation for long-term support of the collection and staff. There would also be an obligation on the part of a member library that it would make its resources available to a wide community of users.

The National Commission on Libraries and Information Science can play a significant role in bringing about some of these changes. There are many other issues it might possibly consider, given adequate support and the necessary resources. These issues are complex and of a nature that may be difficult to resolve since they bear on fundamental questions involving institutions, personnel and many segments of society that have a vital stake in the generation, transmittal and utilization of information and knowledge, the mainsprings of our organized society. The Library is only one part of this larger domain which includes the publishing industry, professional societies, governmental agencies and of course a very diverse user population. The National Commission on Libraries and Information Science will ultimately have to investigate the nature and extent of these relationships and assess their effectiveness. It is clear that new patterns of organization and a realignment of some of these relationships may be needed. Libraries cannot on their own effect any changes in the publication industry or influence the policies of the professional societies and government agencies which have a vital bearing on the library community. The acceleration in the rate of increase of publications, the format and representation of the material (microform, full size copy), the question of copyright and the issues related to the application of various forms of technology in libraries are only a few of the matters that need to be investigated. The library community needs some global plans which will only come about through a series of studies involving many of the above mentioned components. The Commission needs a broad based approach to this area before it recommends new directions. This series of hearings and meetings with people in the field is very sound and suggests that the Commission is dedicated to measuring the many dimensions of this complex problem.

August 17, 1972

TO: The National Commission on Libraries and Information Science

FROM: Charles F. Madden
Dean of the Undergraduate College
Webster College, St. Louis, Missouri 63119

Webster College is a relatively small (1000 undergraduate and 600 graduate students), private institution located in Webster Groves, Missouri, a suburb of St. Louis. Our recent history helps to identify us as highly innovative and future-oriented both in curriculum and institutional planning.

One of the first actions of that recent history was the nearly unprecedented unification of the collections and services of our library with those of Eden Theological Seminary in a new building adjacent to our campus but constructed by Eden on seminary property. Since the collection at Eden was highly specialized and had been developed for graduate education, it did not duplicate to any great degree the more diverse collection of Webster College which had been developed for undergraduate instruction covering many disciplines. The chief advantages of the union were in more effective use of space and personnel, a fiscal advantage in the expenditures for reference materials and periodicals and the opportunity to plan more effectively for the use of media and technological advances related to libraries.

I provide this institutional note to indicate that some of the recommendations I will make grow out of experience with non-traditional approaches to library services. That Federal support would greatly enhance the development of such innovative practices I assume is a "given" in these hearings. The problem is the organization of the support. For your consideration, I make the following suggestions:

1) President Nixon when he signed S.1519 noted his reservation to forming the Commission as a wholly separate agency within the Executive branch and said that he would prefer to have the Commission functioning within the Department of Health, Education and Welfare. His reasons seem to me valid and I would urge the Commission to consider a recommendation for a change in structure.

2) The President's reservation is directly related to my next point. The section of Title II-A of the Higher Education Act of 1965 which provided for Basic Grants to libraries making application and promising matching funds was a most useful piece of legislation for the library of the small liberal arts college. This allowed growth in the collection but committed the institution as well as the Federal government. Recent changes in the guidelines of this program have eliminated institutions such as ours from this support. We cannot be described as a "developing" institution and funds are being allocated to institutions falling into that category. The liberal arts institution is further eliminated by the strictures of the guidelines since most of us concentrate on teaching and cannot qualify as "research" institutions. One solution for this dilemma would be to increase the funds for colleges operating in consortia, a practice now limited to the Special Purpose Grants under Title II-A. A footnote to this comment takes the form of a plea for the simplification of the application forms for these funds. Colleges the size of the one I represent find that they cannot divert administrative time to the preparation of the forms and thus lose some possible help by default.

3) Technological advances within the information sciences are coming

with such speed and at such high cost that most liberal arts colleges have been overwhelmed. The innovative small college is probably the most receptive institution for the immediate application of these methods to the learning process but the evaluation and the cost mitigate against this implementation. Federal support aimed at easing this situation would be highly desirable. Such materials as microfilmed books and the necessary equipment for use might save institutions in construction costs; computer terminals allowing information transfer and retrieval might make library consortia a reality without concern for geographical factors.

4) Most liberal arts colleges have been at the forefront in extending library services to include the new media. This dimension is expensive and frequently involves materials which are congenitally obsolescent. The educational value is, however, undeniable. All libraries could use support for equipment and materials related to the TV cassette, cable TV, film making and audio-recording. This is another area where consortium activity might be used as an instrument of evaluation in the consideration of proposals. Title VI-A of the Higher Education Act of 1965 offers opportunity for proposals related to media but the guidelines call for such specificity regarding use that library uses are by nature excluded.

5) The training of personnel for the achievement of professional degrees in library science has been given considerable attention over the past few years but little or no attention has been given to in-service training of non-professionals or the up-grading of professionals with knowledge beyond the perimeters of the information sciences. The Missouri State Library has, recently, involved the professional staffs of the public libraries in week-long institutes covering a wide range of topics. The objective of the institutes was to stimulate the staff members to a new

awareness of contemporary thought and social concern. Only tangentially were the institutes concerned with new acquisitions or new services. The concept was one of making the library a focal point in each community for continuous learning and the librarian an able and knowledgeable guide.

This concept should be fostered by more substantial Federal support and extended to include librarians from the public and private schools and special libraries. Ideally the state library offers the best possibility for centralizing such in-service training and such an assignment would strengthen the network of information services within each of the states.

While I am on the subject of training for library staffs, I might also note that most libraries are being staffed by non-professionals while thoroughly trained librarians are taking other kinds of positions in order to find employment. This paradox is the result of low level financing for library staffs. Professionals rightly assume that they should be paid salaries commensurate with their training and libraries can't afford them! Some method of meeting this dilemma--and as a consequence improving the community information services--might well be the item of first priority for the Commission.

6) Finally, my many friends among librarians are urging the continuation and intensification of the "cataloguing in publications" project. This service of the Library of Congress would save countless hours of work and considerable sums of money for the libraries of the country. As a user of the library its advantage to me would be to shorten the time between a book's arrival at the library and its availability on the shelf.

This has been a shotgun type of report, scattering a variety of ideas, but I shall be happy to expand upon them if this would be useful to the Commission.

Eastern Michigan University
Ypsilanti, Michigan 48197

July 27, 1972

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Your invitation for me to submit any concerns that I may have for library and information development on a national scale is appreciated. Much of what follows represents ideas which I have expressed previously, though perhaps with a different impetus. Anyway, here they are for what they are worth.

Libraries have become so overwhelmed with the idea of bigness that they are wasting thousands of dollars of the public's funds. This fact stems largely from a perennial disregard for some common sense practices which make better use of the funds they have at their disposal. Though not alone in their rampant display of ignorance in the handling of money placed at their disposal, this is no excuse for their guilt.

A major area of fiscal responsibility may be found in most libraries in the number of staff members employed. New techniques for the measurement of work load and individual efficiences are virtually ignored in many instances. In others, the under utilization of talent results from institutional failure to insist that professional librarians produce on a professional level. Academic training and abilities are ignored, even when demanded by the teaching faculty. Though too little attention has been given to the measurement of academic contributions of teaching faculty, almost nothing has been done to measure the effectiveness of librarians. It seems to matter very little that a patron receives inferior assistance from a librarian, or that continuous learning and professional activities are not in evidence. A library degree seems to be the major consideration for the employment of librarians.

A second area of fiscal irresponsibility occurs in the failure of librarians to develop methods and techniques of cooperative buying and sharing of resources. Most any library director will readily admit that it is impossible to gather all of the books being published in areas covered by his college or university. They will also admit that the bulk of the books purchased in a given year are seldom, if ever, used. Multiply this by the number of institutions in a state or region, each of which is bent on acquiring valuable books for its collection and you

The University Library
(313) 487-0020 or 487-0021

will realize that often one or two copies of a given book within a particular locality is sufficient. Such collections as the Verhandlungen of the German Reichstag, the U.S. War Department's Record of the Rebellion, or Quérard's La France Littéraire may look good on the shelves of a library, but unless there is a genuine demand for them on campus, there is no reason why one set could not be shared by several institutions. It is the sharing of resources which I believe needs to be emphasized in order to make more materials available without the unnecessary duplication now prevalent.

Librarians have written and spoken many words in recent years about library cooperation but very little has been done about it. Since the training of library personnel has taken on the appearance of being more sophisticated, college and university administrators have tended to leave the operations within the hands of library directors. Yet, they do not have the voice or the contacts to get something done about the problem, They do not have the ear of board members or legislators, and presidents have to weigh library requests against all of the other demands being made. Since there is little tendency for higher educational institutions to work cooperatively, they are almost totally unaware of the advantages of library cooperation beyond interlibrary loan.

All of the above remarks are made to lay the framework for my proposal. I would like to see the National Commission become involved with proposed legislation on the national level which would really force such cooperation. This problem would have to be approached on more than one level, however, since librarians have to be convinced that enormity and effectiveness do not necessarily go together. Too many librarians are concerned with the number of staff members under their control or the number of books and periodicals acquired on an annual basis. Unfortunately, we have not been forced to think enough about getting the most from our tax dollars while providing for maximum service to the patron.

Experimental approaches to this problem might be the availability of "seed money" to establish communication systems between libraries that work. The utilization of (already developed) equipment for the transference of images over long distances should also be encouraged. Pressures brought upon the U.S. Congress to keep transportation of library books and materials at minimal levels would also be to the advantage of scholars and libraries.

Technology is now ready to provide the average television owner with equipment for using videotapes. Combining our long-existant concern with the talking book and considering the large audience we are not presently reaching, I believe that the National Commission, if concerned with this possiblity, could bring this new dimension to library services. Such a program could have many aspects. Prospective mothers could borrow videotapes which would provide information on prenatal care. Young mothers could check the development of young children from programs designed for children at various stages of development. Important ETV programs could be replayed at will to provide ample study by classes or individuals.

In summary, I believe that the National Commission can provide a great service to libraries and to the nation as a whole if it becomes concerned with interlibrary cooperation at all levels, with the focus on acquisition of important materials on a state or regional level, similar to the Farmington Plan, but with improved access capabilities. Encouragement by the National Commission would give impetus to efforts on the state level to improve situations as they now exist and to provide even better service without continuously having to operate with top-heavy staffs.

Sincerely yours,

A P Marshall
A. P. Marshall
Director of the Library

APM:kil

Ralston Purina
Company

August 11, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

The Commission has indicated it would be interested in my comments from the standpoint of the "special library in the metropolitan area."

The special library that I serve reports to an industrial firm and consequently is funded by and primarily serves its employees in the field of research and business, oriented to the company's product interests, which are specialized. The public may use our library by request, and other libraries -- public, academic, and special -- are served through interlibrary loan. We do not charge for requested interlibrary loan copies.

As President of the Greater St. Louis Chapter, SLA, I brought your request to the Chapter's Board for comments, and received none. In fact, I have had to search to really identify locally "a pressing need." The libraries in our area cooperate well; we share resources and users. We receive good cooperation from libraries all over the country.

Some of our area needs have been recently identified and studied by the Committee on Library Cooperation of the Higher Education Coordinating Committee (HECC) of Metropolitan St. Louis. Mr. John C. Abbott, Director, Lovejoy Library, Southern Illinois University, Edwardsville, Illinois, is Chairman of this Committee with four subcommittees which cover automation, resources, personnel and training, and users services. The group has given all librarians in the greater St. Louis area a chance to participate voluntarily in future group courses of action. As part of a questionnaire to establish the extent of interest, they listed 34 possible ways in which all libraries in the area might like to cooperate, and they have invited response and suggestions. They are embarking currently on a new, expanded Directory of Libraries in the St. Louis Area, which was begun originally by the Special Libraries Chapter, and are also now beginning a new union list of serials by computer output which would be kept up to date by supplements and editions, and would include one-line holdings of local libraries instead of simple listings I think that this is being funded through the Missouri State

Checkerboard Square
St. Louis, Missouri 63188

Library and the St. Louis Public Library. The output will be available for purchase. The last cooperative effort of this type was begun about 1964, not updated, and is quite inadequate by now. Since the emphasis of this Committee is from the academic standpoint, not all librarians agree in priority of action. A scrip system of payment of interlibrary loan copies is also in use but as yet my library does not use it.

The largest pressing need on a national level, that encompasses all types of libraries is reference copying with respect to the copyright law. Unless liberal changes are made, the sharing of vital research information will be curtailed; one library cannot "hold" for another, unless copies can be made. In some cases our library has been denied interlibrary loan requests and the information became unobtainable. The lending library would not send the original source and they were forbidden to send copies. However, the emphasis should not be on the frustrated librarian, who is simply an intermediary, but on the frustrated research worker, who is actually denied access to vital information. The law as it stands does not serve the originator of the research; it serves only the publisher of that research work. In many cases the researcher pays to have his research published and he pays for reprints; he cannot copy or release his own work without obtaining the publisher's permission. His only compensation is in recognition of his work and in working with other researchers whose work he must be able to study.

Recently it took three weeks to obtain permission from the publisher in Massachusetts to copy a paper covering original work by one of our research staff in St. Louis. Perhaps published research information should not be copyrighted, so that it could be readily shared. Perhaps scientific journals, as distinguished from other publications such as books, should be excepted from the copyright law because the bulk of copying arises from journals. By showing the symbiotic relationship of the research worker to the publisher, a positive proposal along these lines from this Commission could be very helpful.

In the past thirty years I have seen great strides made in overcoming inadequacies in providing adequate library and informational services to all users. I am sure this Commission has the leadership to identify and to correct existing inadequacies and I wish you success.

Very truly yours,

Doris B. Marshall

(Mrs.) Doris B. Marshall
Librarian
Management Information Center

dbm

dbrl

daniel boone regional library

broadway and garth
709 market

columbia, missouri 65201 / 443-3161
fulton, missouri 65251 / 642-7261

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August 8, 1972

Mr. Gene Martin
Director

Missouri is predominantly a rural state with two major population centers, St. Louis and Kansas City. Since 1946, the major emphasis upon development of public library service in Missouri has been through the creation of larger units of service, i.e., contractual arrangements between two or more governmental jurisdictions which provide for the sharing of library resources.

The above emphasis has resulted in the creation of "regional libraries" which have been able to provide better service than could any of the member units acting upon its own. Development has included the strengthening of three libraries within the state (Kansas City Public Library, St. Louis Public Library and the Missouri State Library) to serve as major resource libraries whose collections are made available on a loan basis to all other public libraries in the state.

The major problems facing all libraries in Missouri - public, school and college - is one of finances. In Missouri statutory limitations place a limit upon the rate of public library taxation which can be voted upon the local level. This limitation has been in effect for over twenty years. As a result, a major portion of public libraries in the state are being strangled by the limitation. Attempts have been made - and will continue to be made - to have this limitation legislatively removed.

Library Service and Construction Act funds have undergirded all public library development - and particularly building - in this state in the last ten years. The money has served as the nucleus for progressive development and for the redirection of library service emphases.

The library public is increasing and with the increase comes a diversification of demands and needs on the part of the various segments of that public. Where a library twenty years ago provided "standard" services such as book loans, the library today is faced with providing a myriad of services which no other organization exists to provide.

Societal emphases in the areas of aging, the underprivileged, the handicapped, prison inmates, etc., all have their effect upon the services which a library is expected to provide in the Seventies. The development of any of these areas of service - aging, for example - requires materials resources and a knowledgeable staff able to utilize those materials. The demand is there, but the library is unable to meet it adequately.

In an era when the citizen rebels against increased taxes for academic purposes, whether this be on the elementary or university level, the first area to be cut is that serving as an educational blanket for the academic institution, the institutional library. Students, thus frustrated by the academic institution, turn to the public library. Their frustration may be increased because the demand they make is simply thrown into the general pot as the public library fitfully struggles to do a little bit for everyone but little of real significance for anyone.

Page Two (continued)

In past years, public libraries have been accused of a "head in the sand" reaction to the winds of change. That day is past. Public libraries are facing head-in to that wind now and the result may be crippling both to the institution and to its patrons. When a public library - or any public service institution - is required suddenly to be all things to all people and is provided with just a little more than nothing to accomplish that task, something will have to give.

Most public libraries are ready, willing and able to carry out their share of the common bargain. Unless increased support of a financial nature on all levels (national, state and local) is forthcoming, the effort will be a fruitless one.

Mr. Gene Martin
Director

The
James Jerome Hill Reference Library
Fourth Street at Market Street **Saint Paul, Minnesota 55102**

Virgil F. Massman, Executive Director
(612) 227-9531

September 1, 1972

Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N.W. Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

The everyday, general library needs of the vast majority of Americans are reasonably well met by libraries. (I am using libraries in the broad sense to include all sources of information.) However, many people in remote areas and students and faculty members in many small colleges in the United States have virtually no access to libraries. Similarly, even in the larger libraries advanced research needs of a major portion of both the business-industrial world and the academic world are often met at only a marginal or less than marginal level of adequacy.

To resolve these problems a number of drastic changes need to be implemented. Because many of the small public libraries and small libraries in educational institutions are so conspicuously inadequate, they should receive no outside assistance of any kind, for to attempt to bring them to a minimal level of adequacy would require an undue amount of money, and the potential benefits would not warrant the cost. On the other hand, those libraries which have the resources to be able to contribute substantially to the information needs of their own communities and the communities outside of their normal boundaries need special assistance to make it possible for them to be able to extend their services to a larger public.

What we need is a carefully planned system of library cooperation beginning with consortia at the local level (such as the Cooperating Libraries in Consortium which includes the Hill Library and seven private college libraries in St. Paul and Minneapolis), state cooperative systems involving all types of libraries, then seven or eight regional systems (distributed on the basis of both population and geography), and finally a truly comprehensive collection at the Library of Congress (with a duplicate collection at St. Louis, Kansas City, or Denver, both for the sake of preservation for historical purposes and to provide better geographical access).

The local, state, regional, and national points in the network are necessary to guarantee expeditious and effective access to an increasingly comprehensive range of information resources.

Implementing such a program obviously will require federal funding because we cannot expect the major academic or public libraries to dissipate their resources by serving people outside of their normal boundaries nor can we expect the states to fund library service at the regional level.

Naturally such a plan will require a careful and detailed analysis of (1) where resources should best be located, (2) the depth and range of information resources needed at each level within the network, and (3) the best avenues to insure expeditious channels of communication. Obviously such a system will also require an intelligent, informed, imaginative, and dedicated staff.

To summarize briefly, we need a comprehensive plan for insuring access to a wide range of library resources. This plan must include a careful study of information needs at all levels; it must be a plan based on a rational analysis rather than on parochial interests; it must encompass all types of libraries; it must provide for increasingly comprehensive coverage at the local, state, regional, and national level; and it will require federal support. It can be done. It must be done.

Sincerely,

Virgil F. Massman
Executive Director

VFM:cl

WRITTEN TESTIMONY TO NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

JAMES J. MICHAEL

Chief Supervisor
Main Library
St. Louis Public Library
St. Louis, Missouri

It was with a great deal of interest and excitement that I received your invitation to submit written testimony for consideration prior to the regional hearing of the National Commission on Libraries and Information Science. I was interested in obtaining more information about the work of the National Commission which was supplied in your letter to me. I was interested also in reading President Nixon's remarks about the importance of libraries and information centers and about his hopes for the commission. I was excited because I so strongly believe in the role that libraries have played and the potential role of libraries in our great free society. Since I am a librarian working in a public library in a metropolitan area, my remarks are directed primarily to that institution.

1. The public library is an important institution in our free country. This country was founded on the belief that people have both the ability and right to govern themselves. In order for a people to properly govern themselves there must be a knowledge of and access to resources, and one of the important resources to which people must have access is information. In a pluralistic society the informational needs of people are staggering. These informational needs are met in a variety of ways, such as radio, television, newspapers, magazines. Since, however, we encourage people to be informed and to make up their own minds, people need information not only on current issues, but they need to develop a sense of history and continuity with the past which will help them prepare for the future and make decisions for the future that will be in their own best interests. There is no institution in this country that can better meet these informational needs and permit freedom of access to information than the public library.

2. The public library is a free institution in a free society in that fees are not required to use the resources. But the public library is free also in the sense that it permits freedom of access to information. The public library does not ask why an individual wants this information, if he is qualified to use it, whether or not he understands what he has read, whether or not he agrees with what he has read, nor does it even ask whether or not the individual can read. The public library puts people in touch with the past, keeps them up to date with the developments of the present, and provides ideas and alternatives for the future. The whole idea of the availability and accessibility of information and ideas is essential to a free society. The public library is a most important institution in maintaining that freedom.

3. The public library is also a stabilizing influence in a community. Most people do not use the public library, but the support public libraries have received even from the non-using public is an indication that public libraries are necessary for the cultural, intellectual, educational and recreational life of a community. Most communities are willing to support a public library and are not willing to give it up even though the majority is not actively using that public library.

4. The public library will never be all things to all people. For some, however, it is everything, and it could be something to more people. (Library service to the blind and physically handicapped, for example.) Some people do not need the public library and still others do not want it. There are literate, upward-mobile who can easily bypass the public library as an essential source of culture, information, and education. There are those for whom the public library is essential, such as the poor, the aged, the home-bound, the uneducated and the under-educated. The poor cannot buy books and subscribe to magazines and newspapers, and cannot involve themselves in the higher education opportunities in the country. They need the public library.

Although libraries have in the past been reasonably effective in responding on a personal basis to those using the resources and facilities of public libraries, the public library needs to be more diligent in responding to the needs of people on a one-to-one basis. The aged, because of small retirement income, immobility, fear of moving out of their home or apartment, need personal attention. The Right to Read program is not simply the right of every individual to develop the skill of reading, but is also the right to know, to be informed, to be educated, to grow intellectually, and to grow personally. Since newspapers and television and radio are not able to respond on a one-to-one basis to the inquiring mind and seeking mind, the role of the public library in the information and education fields must be developed. The public library must learn to be more responsive to individual informational, educational, and recreational needs.

The City of St. Louis has 100,000 illiterate and functional illiterate. These people have a right to learn to read and to be educated and to have access to the cultural, intellectual and economic resources of this country. The public library, as an old, established, operating institution in metropolitan areas can play an important role in helping people to share in the richness of our society. The public library cannot solve the economic, racial, educational problems of a community, but it is one of the important institutions involved in solving those problems.

5. Public library service must be primarily supported by its own community. The public library must learn to exploit its own potential as information, education, and recreational centers in its given community. Lack of funds on the part of a public library is no excuse for inactivity. Every public library in this country has money and its own local funding possibilities. Public libraries must learn to change, to meet people where they are, and to help people solve the problems that they face. When public libraries are, in fact, meeting the needs of their particular communities, they will receive the necessary local funding for a meaningful and continued operation.

6. To help, however, fully exploit the potential of the public library system in this country, it is also essential that state and federal governments help support the public libraries in two ways. First, state and federal governments should encourage and promote the public library system in this country by challenging the thinking of the library profession, library educators, and actual and potential library users. The President, congressional leaders and governmental bureaus should be aware of the historic role and the potential role of the public libraries in this country. It was most encouraging to read the President's remark in signing S1519 when he said, "Libraries and information centers are among our most precious national resources. Americans from all walks of life look to these institutions when they wish to expand their knowledge and wisdom beyond their own life experiences." This kind of encouragement and support must be fostered and encouraged among governmental officials.

Second, state and federal governments have a broader tax base than that available to local government. Seed monies and development monies are necessary for the full exploitation of library service to communities. Federal help is needed to encourage, promote and establish greater inter-library cooperation. Federal help is needed to more fully establish the Library of Congress as a national library and to more fully develop Library of Congress as a central processing service for all libraries.

Federal support is needed for the development of public libraries as an institution encouraging and promoting self study and higher education. Colleges and universities throughout the country are beginning to grant credit by examination and external degrees as an alternative to the traditional formal educational process. Someone is going to have to help individuals prepare for credit by examination and for external degrees, when those individuals are not able, for whatever reason, to become part of the traditional higher educational process. The one institution in this country that has had a long history of promoting independent study is the public library. The public library system could become the independent study institution in this country, cooperating with colleges and universities to help people gain credits and/or a college degree apart from the traditional higher education which requires enrollment and attendance at a particular campus.

I do not believe public libraries should be supported by the federal government. I fully believe that the communities must support their libraries, but those aspects of public library service that require national cooperation and national development should receive both the encouragement and the financial support of the federal government. The federal and state governments of this free society must encourage, promote and support the idea of an informed public. To support the idea of an informed public is to support the public library system throughout the country.

James J. Michael

James J. Michael
St. Louis Public Library

CLEVELAND PUBLIC LIBRARY

Beginning A Second Century Of
BOOKS - INFORMATION - SERVICE

August 15, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W. - Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Miss Clara Lucioli, our Director of Professional Services, has asked me to respond to your request for written testimony.

Cleveland Public Library serves the inner-city through its well developed system of branch libraries; through its Urban Services Department which has "mini libraries" in a number of social agencies and experiments with other innovative types of services; and through its Outreach Services which include Hospital and Institutions Department (including Judd Fund Division serving the shut-ins), Braille and Talking Book Department, and Bookmobile and Extension Service. Through these various agencies of Outreach Services we try to reach the homebound of all ages, the hospitalized and socially institutionalized, the elderly in homes for the aged, nursing homes and subsidized housing, as well as those needing the specialized materials available to people with visual and physical handicaps.

To make this testimony more pointed, we will limit our remarks to services to the homebound, and to those with visual and physical handicaps. If you wish us to testify in person, we will be happy to cooperate.

Yours sincerely,

Hilda Miller

(Miss) Hilda Miller
Head-Outreach Services

325 SUPERIOR AVENUE CLEVELAND, OHIO 44114 216-241-1020

SERVICE TO THE HOMEBOUND

HISTORY

Cleveland Public Library became a pioneer in the delivering of Library service to the homebound in 1941, when a legacy of approximately $500,000.00 was left to it for that specific purpose. Since that time, income on this amount has been made available each year as the Library justified its budget for that purpose to the Cleveland Foundation which administers the fund. In the early days, this amount was fairly adequate but as the service has grown and costs increased so tremendously, it is woefully inadequate, and must be supplemented from the library's already over-burdened general budget.

DELIVERY OF SERVICE

Judd Fund Division reaches the homebound in their own homes, in nursing homes and in homes for the aged, through a staff of professional and pre-professional librarians who travel throughout the city, reaching each person at least once every four weeks, using a small van truck. Persons are eligible if they expect to be homebound three months or more.

The Division regularly receives referrals in a variety of ways: from visiting nurses who routinely let us know of newly eligible clients, from the Board of Education which notifies us when a child is to receive the services of a home tutor, from our own hospital librarians when one of their patrons is able to leave but must still be homebound, from social workers, clergymen, friends and neighbors. In institutionalized situations, the librarians are made aware of newly admitted persons by their staff contact.

SERVICE AREA

The Division in 1971 reached 1,336 readers, of whom 60% were sixty years of age or older and 16% were of school age. During the year 368 new readers (196 adults and 172 children) were added. At the end of the year the active readers totaled 874. These numbers include readers in their homes, in almost all the nursing homes in Cleveland and in seven homes for the aged.

We serve the homebound throughout Cleveland, and any one day's visits might include stops in a variety of neighborhoods. At the present time, a quick glance at the schedules shows that of the approximately 875 currently active readers, 150 of them live in our inner-city and of the 50 institutions being served, 14 of them are located there.

EXTENT AND TYPE OF SERVICE

In 1971, Judd Fund Division circulated 71,300 pieces of library service materials, made 6,600 visits to patrons, and gave 234 programs - largely films - attended by 3,470 persons. The recitation of figures, however, does not do justice to the quality of work. Judd Fund Division gives individualized service to each patron: learning his interests and abilities, taking him a variety of reading materials from which he can choose what he wants (sometimes twenty or more on each visit), checking to learn if selections have been satisfactory, helping him develop his reading tastes, working with teachers and social workers if indicated, keeping complete records of what each reader has had so that there is no duplication in selections. The last point is important since many readers are patrons for many years: there are a number now receiving books who have been served by the Division for thirty years. The result of all this is that the service means a great deal to the patron: the mental stimulation and the contact and friendship with his personal librarian can be very important in his rehabilitation, or in warding off the effects of aging.

BUDGETARY PROBLEMS

Increased financial aid is imperative if the service is to develop to its full potential. We feel we have the expertise and certainly have the desire to improve the quality and scope of our work but cannot under present conditions. This year's grant is a holding one only, allowing for no development - yet it is still $10,000.00 under the minimum amount needed to cover the year's expenses.

PLANS FOR EXPANSION OF SERVICE

1 - Our prime hope is to give service every three weeks rather than every four weeks. We know, from previous years' experience when we were able to maintain such a schedule, that this is much more satisfactory, but demands on our time and money have made it impossible. This would, of course, involve considerable additional staff and at least one more vehicle.

2 - Be able to develop more programs - films, book talks and sharing, etc. - in homes for the aged and nursing homes.

3 - Do more work with phono discs and start work with cassettes.

4 - Build up a much larger collection of books in large print, which are so satisfying for elderly patients.

CONCLUSION

Judd Fund service to shut-ins is still almost unique in the country. In a city like Cleveland with a high percentage of elderly and homebound in the inner city, it fills a definite need from both a library and a social point of view.

BRAILLE AND TALKING BOOK DEPARTMENT

Cleveland Public Library provides service through its Braille and Talking Book Department to the blind, visually and physically handicapped in northern Ohio, including Columbus, as one of the fifty-one regional libraries for the blind throughout the country. Service in the inner-city is identical to that in any part of the area, since all materials - braille, talking books, open reel and cassette tapes, and books in large print - are sent to the patron and returned by him free through the U.S. mail.

ELIGIBILITY FOR SERVICE

No problems arise about eligibility for those who are blind or who cannot see well enough to read ordinary print, but there is a great need to clarify "physical handicap". At present this refers to a person's inability to hold ordinary library service materials, or to the fact that he has a learning disability arising from functional disorders due to brain damage. This eliminates the many persons who could benefit greatly from the talking book program but cannot participate because their mental retardation is not caused by brain damage.

GROWTH OF THE PROGRAM

This service has grown greatly since the change in the law which allows service to be given to the visually and physically handicapped as well as the legally blind. In 1971, for example, our Braille and Talking Book Department served a total of 7,845 patrons, an increase of 36% over 1970, and circulated 279,386 items, an increase of 15.5%

over that same year. We anticipate a continual growth, as more local libraries, through demonstration talking book machines and records received from us, make their public aware of the service.

FUNDING

In Ohio, the formula of funding the regional libraries for the blind through aid from our State Library is based on service rendered the previous year. With the steady increase in demand in recent years this has put a great drain on our local Library's finances: it does not support current needs or allow for any growth factor.

In 1971, state aid payments here were as follows:

For service to the blind and visually handicapped	
Base payment (Cincinnati, the other regional library in Ohio receives a like amount, despite a much lower circulation)	$15,000.00
For services to 3,549 out-of-county reader @ 17.00 per capita	60,333.00
	75,333.00
For service to the physically handicapped	
475 out-of-county readers (paid from Title IV-B of the federal Library Services and Construction Act) @ 17.00 per capita	8,075.00
	$83,408.00

However, during that year we served 4,823 out-of-county blind and visually handicapped, plus 763 out-of-county physically handicapped readers. This means that Cleveland Public Library had to absorb the costs of these 2,512 additional out-of-county readers plus that for 2,259 patrons in Cuyahoga County.

LIBRARY SERVICE MATERIALS

Most library service materials distributed through this Department - books and magazines in braille and talking book records - are furnished in good supply by the Library of Congress. Inevitably, for the omnivorous reader, the 4,000 plus titles in the talking book collection do not satisfy all needs. Talking book machines themselves are readily available free from distributing agencies.

Books on open reel cassettes and tapes are received from the Library of Congress in limited duplication. Demand for cassettes is increasing steadily despite the fact that, for the most part, patrons must supply their own machines. To fill the requests, we must make our own duplicate cassettes, buying the tapes through very limited gift funds.

There is no provision made for the purchase of books in large print, another category which is meeting a continually expanding need for persons with limited vision. Fortunately for patrons of our regional library, Cleveland Public Library's collection of books in large print, meant for local readers, is available to them through the mail.

EQUIPMENT

Money is not available for purchase of necessary equipment. Because we have been fortunate enough to receive considerable funds from interested citizens, we have been able through the years to buy some urgently needed equipment to keep this growing and vital service functioning reasonably well. We have, for example, purchased several rotary files, open reel and cassette duplicating machinery.

Currently we feel a great need to have an Apollo laser beam reader that could be placed in our Main Library so that the tremendous wealth of reference materials there would be accessible to students and all others with very limited vision. The cost of several thousand dollars prohibitive, however. Even a braille typewriter costing about $450.00 - an item that would help greatly in communicating with our deaf-blind readers - is beyound our budget.

COMMUNICATION

Direct communication with patrons is of tremendous importance if we are to give optimum service to these people to whom books and other reading materials are even more important than to the sighted, non-handicapped person. Locally we and our readers do use the telephone freely and find it very satisfactory - but to do this in most of the 58 other countries we serve is expensive, in terms of restricted funds of readers and agency. Having WATS lines in and out would be a great asset.

Again, it would be most desirable to have enough staff, and enough money for travel, for them to occasionally visit patrons locally and to spend more time with other libraries in our area which hope eventually to become sub-regionals in the system.

STAFF

A regional library for the blind is complex and expensive to administer: it is part of the local library, has close ties with and responsibilities to the Library of Congress, and must work smoothly with state and local agencies - governmental and volunteer - serving the blind.

In addition to the normal library routines, there is a tremendous amount of physical labor involved, since most of the materials cirulated - braille books and talking books on discs - are bulky, heavy items. Approximately nine hundred of these items goes out each working day and a like number return that same day. This alone requires a staff of shipping clerks.

To serve patrons best, the Department must keep careful records of readers' interests and material they have had, so that there is no duplication. This again is a time-consuming operation. At the present time, the Department is converting its records to use with a mini-computer so that hopefully we can have complete control of circulation records.

With the present funding, always a year behind our current needs, it is not possible to hire sufficient staff to keep up with the volume of the work and maintain the standards of service that we want to give and that our patrons rightfully expect.

CONCLUSION

Service to the visually and physically handicapped readers is a well-organized service that is vitally important to a segment of the population who are very dependent on it for recreation, mental stimulation and the maintenance of contact with the world of ideas. If it is to meet its ever expanding potential for service, it needs more funding, with standards that will allow for equal growth in the various states.

Respectfully submitted,

Hilda Miller

(Miss) Hilda Miller
Head-Outreach services

MILES LABORATORIES, INC.
1127 MYRTLE STREET
ELKHART, INDIANA

August 22, 1972

Dr. Frederick H. Burkhardt
Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

Thank you for your invitation to submit testimony for the regional hearing conducted by the National Commission on Libraries and Information Science. I appreciate the opportunity to comment on the problems of special libraries and their users.

There have already been many important general statements made about the needs and the problems facing the libraries and information services of the nation. I do not wish to merely repeat what has been said though I support and agree with them.

Rather I wish to present some more specific problems that I see both from my own industrial situation and from my association with other special librarians and their libraries and information centers. I wish also to point out some activities in this region, which are contributing to solutions on one hand, and creating problems on the other.

These problem areas relate to the place of special libraries in the national network systems, the problems of their use as sources of information and the realization of benefits by special libraries from national or regional programs already established for the acquisition, organization and retrieval of information materials in all formats.

Recognition of Special Library Resources

The growth in number of special libraries in recent years has followed the realization by industries and other organizations of the need for organized and available information to further their goals. These libraries have traditionally collected and preserved extensive information in their special subject areas greater in scope and intensity than other libraries. They surpass large research libraries in the in-depth indexing and organization of the information in their collections. Much of this information is the type which is frequently discarded as ephemeral by other libraries, but which, nevertheless, serves or can serve as a valuable resource for research or historical studies. As a typical example

I can cite the use of our Miles Library files on various aspects of the pharmaceutical-chemical industry for research work as well as teaching material by the faculty and graduate students of Notre Dame University, our close neighbor.

Although these libraries are of considerable value to their parent organizations as well as to others outside, their existence is frequently threatened by fluctuations in the economic climate of their supporting group and have sometimes been eliminated on this basis and the collection dispersed or left to gather dust.

With the exception of the large, nationally known governmental or organizational libraries there is not sufficient knowledge of the importance of these special, in-depth collections. Neither the parent organizations or the library community has fully recognized the part they should play in local regional and national planning for library resources and services. They have tended to be outside the mainstream of library activities and problems.

It is hoped that the work of the National Commission on Libraries and Information Science will result in more participation by special libraries in cooperative planning of resources and in network operations at local, state, regional and national levels so that they can contribute to the overall program of meeting the needs for library and information service nationwide.

It is encouraging that in Indiana some effort has been made in this direction. The Indiana Library Studies program has produced a Directory of Special and Subject Collections which provides a guide for other libraries in locating special information when necessary. The State Library has also served as a referral center for reference service requested from all types and sizes of libraries in the state. The special libraries in the state have also been included in pilot network programs and other activities generated by the state library in recent years.

However, we have also experienced the frustration and exasperation of spending staff time and money contributing to a statewide program of compiling a computerized serials data bank, which was then not compatible with the regionally planned medical library serials data bank. Justification for developing a new in-put data supply could not be found.

The influence of the Commission could be helpful in preventing the proliferation of isolated cooperative efforts that cannot be merged with larger programs to become part of the national network system.

Problems With Use of Special Library Resources

Having established the value of special library collections and their potential, we must recognize the problems of their availability and use when they are privately owned and supported. While many such libraries are hospitable and generous in service to the occasional student or researcher seeking special information, they are usually limited in the service they can provide, because of policy restrictions or lack of support for sufficient staff from the parent organization.

To bring into and extend the use of these special resources in the national program of library service, efforts must be made to educate the policy setting groups controlling them on the contribution they can make through broader use of their libraries. This can be developed within the concept of the growing awareness of social responsibility of industry.

There must also be methods developed to support the cost for service provided beyond what could be considered economically feasible by a corporation. It is already common practice for university and research libraries to charge industries for library service. To the extent that privately owned special libraries will freely and extensively provide information and service not conveniently available in publically supported libraries, some remuneration must be established whether it be direct charges or tax benefit. Consideration of this question by the Commission is essential.

Problems in the Acquisition and Organization of Materials

Another problem area for special libraries is the need for original cataloging of much of their material. Many items, some of which are not copyrighted, are not included in the card production program or are so delayed in their inclusion that it is of no benefit. This means that duplication of effort in classification and cataloging is still necessary, though we have long supported the program that has eliminated the repetitive analysis and processing of bibliographic data. We would urge, therefore, that the Commission direct its attention to the expansion of the LC cataloging program and also to the promotion and extension of more cataloging in source to cover more than standard text, monograph and trade publications.

Special libraries share with others the need for improvement in methods for the location and acquisition of specific materials for their users. They suffer from the difficulties of finding a specific item because of the inadequacy of union catalog activities as well as the vagaries and inefficiency of the U.S. mails. They often have the advantage of using more sophisticated and costly means of securing them, such as WATS, Telex, direct telephone lines, and facsimile transfer of printed documents. Many of them are already involved with advanced information systems using a variety of equipment. In spite of this, we look to the improvement and standardization of equipment necessary for the various forms of information now in our collections such as film, fiche, cassettes, and magnetic tapes. We look also to the continuing progress in technology application that will make information handling and transfer systems within the economic reach of all libraries.

Sincerely,

Charlotte S. Mitchell

(Mrs.) Charlotte S. Mitchell
Director
Library Resources and Services

CSM:vjd

To: Mr. Burkhardt, Chairman NCLIS
From: Molete Morelock
Interinstitutional Library Services
Purdue University
Lafayette, Indiana Library Systems

1. University Wide

Purdue has a system of regional campus libraries supporting the instruction in Purdue courses over the state. These libraries are small in comparison to the Library in Lafayette. They are getting more independent all the time but they still support staff with offices in the general library of the parent campus. Requests from these campuses are given expedited service partly because we have a telephone system over the state, SUVON (State University Voice Network). Indiana University has a similar and perhaps more complicated system with its state-wide campuses. Due to slow mail service, prompt delivery of copy is sometimes a problem. Two or three types of delivery have been tried.

2. Four State University Library System

The universities have from the start had different missions. Indiana University has strong schools of Humanities, Music, Medicine and Dentistry. Purdue has strong schools of Engineering, Agriculture, Home Economics and Science. Ball State and Indiana State have long been strong in Education and have recently been gaining in other fields. The libraries have grown in the fields of specialization on each campus.

Since 1969 the four state universities in Indiana have had a cooperative library agreement. All students (graduate and undergraduate), faculty and staff may check out books from any other university by presenting a university I.D. card. Requests from universities are given expedited service. Some of these requests come over the SUVON and some come through TWX. We not only cooperate in loan and Xerox service but give assistance in cataloging, reference and exchange bibliographies. A system of more rapid delivery would help.

To: Mr. Burkhardt, Chairman NCLIS
From: Molete Morelock

3. State-wide Library System TWX

Through the State Library and LSCA we have a state-wide TWX system. This system services the public libraries in the state through a series of Center Libraries and satellites. Miss Foote, State Librarian, will explain this network I am sure. The state university libraries, along with the State Library, act as resource centers for this system. There are, however, areas in the state that are not served because they do not have a library. More than 10 percent of the people in Indiana are without direct library service. [In 1971 there were 4,610,748 served and 584,212 not served.]

4. Center for Research Libraries

The Center for Research Libraries has long acted as a focal point for certain library services in this region. It now has members on each coast. This has great potential in service to the research community. Membership is presently so expensive that some libraries find it hard to continue.

5. Medical Library Network

Assistance in the field of medical information and literature is available in the state from Indiana University Medical School Library. This, tied in with the Midwest Regional Medical Center at Crerar, and the National Library of Medicine gives good service to medical personnel. The Medical Library is now able to do this with federal help.

To: Mr. Burkhardt, Chairman NCLIS
From: Molete Morelock

Other Cooperative Systems

1. Committee on Institutional Cooperation

The Committee on Institutional Cooperation has been active in the midwest since 1958. CIC was started by the Presidents of the Big Ten universities and the University of Chicago to expand opportunities in specialized areas of instruction, research and public service. The organization includes representatives from the University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University and the University of Wisconsin. The libraries have taken little part in it except in the case of traveling scholars who are, of course, accorded library privileges. This is a possible vehicle for further cooperation.

2. Indiana Higher Education Telecommunication System (IHETS)

In Indiana we have an educational television network with nodes in different parts of the state. This has not been used by libraries but does carry some continuing education courses. The university libraries have been invited to make use of this system.

To: Mr. Burkhardt, Chairman NCLIS
From: Molete Morelock

NEEDS

1. Williams and Wilkins report

The flow of information will be greatly curtailed if the Williams and Wilkins report is upheld. Approximately two-thirds of the information requested from Purdue Libraries during this past year went out as Xerox copies. With the present squeeze on finances and personnel, libraries could not serve the intellectual community with a restriction similar to that suggested in this report.

2. State Serials List - Bibliographic Center

Indiana has made a start on a machine readable state serials list to which the major libraries have contributed (university, college and special). It is not in MARC format. We are studying the feasibility of having a local Bibliographic Network using MARK tapes and serving this whole area, public, special, college and university libraries. A broad machine readable data base could afford catalog information, serials control, and perhaps lead to cooperative acquisition. A project of this size would need financial help. In this network there would be the added need for speed in transportation.

3. Service to the unserved

Some system should be devised to serve the almost 600,000 people in Indiana without direct library service. I suspect there are some unserved in other midwestern states.

4. Continuing Education

We should develop some form of systematic continuing education. With the constant change in our society and technology, people should have a good opportunity to keep up with developments at least in their own field of endeavor.

To: Mr. Burkhardt, Chairman NCLIS
From: Molete Morelock

Perhaps something on the order of an open university making use of the newer media would be an answer to the last two needs. One unit might be a Book and Media Mobile that could go into unserved areas and have instruction units on tapes, cassettes and other new media. It should also have a communication unit to tie in with the State Library or Bibliographic Center.

In any cooperative system the brunt of service falls on the larger libraries. While the have-nots must be served the haves must be compensated for the time and materials used in giving service.

TOLEDO-LUCAS COUNTY PUBLIC LIBRARY
325 MICHIGAN ST. TOLEDO, OHIO 43624 (419) 241-3133

LEWIS C. NAYLOR
Director

August 8, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K. Street, N. W.
Washington, D. C. 20036

Dear Dr. Burkhardt:

Your invitation to submit testimony on the problems of public libraries for consideration by the National Commission was received with mixed emotions. On the one hand, I was excited by the opportunity to express concerns about public libraries. On the other, your submittal date precluded a thoughtful analysis of what has changed since the publication of Libraries-at-Large. I suspect that my comments may be merely corroborative and add little that is new. The enclosed paper is based on impressions and observations after thirty years of professional activity.

The most frustrating problem facing public libraries today is the imbalance between the tremendous amount of time and energy devoted to problem identification and the infinitesimal time and effort devoted to analyzing those problems and finding solutions.

During the past ten years, hundreds of committees, task forces and ad hoc groups have been appointed, or met by consensus, to discuss library problems. These groups have operated at all levels -- local, state and national. They have been appointed by, or responsible to, various authorities -- boards of trustees, local, state or federal governments and state or national library associations. Occasionally there have been joint enterprises. With little time and less money, the busy people appointed to these committees have compiled data, identified problems, written reports, and returned to their jobs.

In some cases summaries of committee findings have been published in library journals; in other cases, reports have been interpreted and published in book form; in others, results have been used as discussion topics at professional conferences; in still others, the reports have been used only to justify the purchase of additional vertical files. Occasionally another committee has been appointed for further study. Very seldom has an organized, scientific effort been made to solve an identified problem.

The basic problems which face public libraries refuse to be talked to death. They are not intimidated by exposure in print. Their life expectancy far exceeds the capacity of responsible leadership to overcome complacency or procrastination. Problems have no obvious fear of age or obsolescence, nor do they seem to tire of the game. The only strategy for defeat is confrontation. Only a bold, well-organized plan of attack, supported by courageous, sincere and informed field troops, will force a problem to retreat.

In 1969, LIBRARIES AT LARGE evaluated and interpreted the materials and testimony previously submitted to the National Advisory Commission on Libraries. The problems which were isolated and described in 1969 are equally relevant and unchanged in 1972. So far, no organized effort has been made to find lasting solutions.

In 1972, ALA published A STRATEGY FOR PUBLIC LIBRARY CHANGE which re-examined the public library phenomenon. The project was initiated by PLA, sponsored by ALA and jointly funded by the Council on Library Resources and the National Endowment for the Humanities. Again, an extremely competent, professional committee collected and evaluated data, articulated goals, defined critical problems and made recommendations. Committee findings included the consensus that public libraries need action on problem solving rather than further major inquiry.

The nation's files are bulging with materials which identify critical library problems. The National Commission could perform a profound service to the entire information service industry of the country by recommending or taking steps to establish at a national level a department of library and information research.

Such a department, adequately funded and staffed, could concentrate on identifying public service needs and developing new operational techniques for meeting them. It could analyze current and future problems of service institutions, establish priorities, experiment with solutions, recommend standards and guidelines, and perform a multiplicity of other functions which are not possible with volunteers from professional associations and publicly supported institutions. It could provide the research time, expertise and funds to do the kind of job that needs to be done.

As a preliminary step, the National Commission might evaluate the excellent work of Allie Beth Martin and her committee in A STRATEGY FOR PUBLIC LIBRARY CHANGE. The development of a format and a vehicle for the implementation of those recommendations would give public libraries new courage, hope and enthusiasm. In our critical environment, action is a key-word.

Other types of libraries are surpassing public libraries in identifying and performing their functions in our "Future Shock" society. The public library in particular needs the efforts of the National Commission to strengthen its capacity to make valid and vital contributions to American life. It needs more tangible evidence of interest and support. The time is now!

Respectfully yours,

Lewis C. Naylor

Lewis C. Naylor
Director

LCN:vh
enc.
The Phenomenon of Public Libraries

THE PHENOMENON OF PUBLIC LIBRARIES

In the traditional concept, the public library was considered by the citizenry at large to be a place to get a book to read or, in some cases, to do some reference work in a specific field of knowledge. As a result, the library was geared to white, middleclass America, in its pursuit of further education, culture, recreation or stimulation. Librarians were inclined to buy "books of lasting value" in as many general subject fields as possible. Collections were indexed and organized for the scholar or the sophisticated user. Rules and regulations were adopted to protect resources, and perpetuate the sanctity of the printed word.

In the 1970's, librarians have suddenly discovered that there is a whole new world outside the ivy-clad walls. Society has changed. Today's citizen is involved in an ultra-competitive environment. Successful competition frequently depends upon knowledge, skill, training and just plain preparedness. It also depends upon an awareness of life in all of its multifaceted complexities. It places a new emphasis on information resources in purpose, accessibility and usability. The role of the public library has been changed inadvertently from casual reading to information science.

During this period of social evolution, technological change has been the chief medium of creative expression. Information resources of libraries played a dominant role in the technological revolution. But technology itself has created new life and work patterns for individuals as well as for business and industry. A healthier economy has raised the income levels of a larger percentage of the population while increasing time for leisure pursuits. For that segment, information is increasingly important for job retention and advancement, the worthwhile disposition of increased income, and guidance in the use of leisure for pleasure or self-fulfillment.

For the less fortunate, libraries have an even more important role to play. The six million unemployed have a critical need to improve employability. The retired segment needs assistance in filling unoccupied time. The handicapped have yet another category of need which libraries must recognize and meet. The inner-city populations have their unique problems which libraries can and must help to alleviate.

The traditional concept of the public library is obsolete. The majority of libraries continue to operate with the "knowledge warehouse" orientation -- the "good book in its field". Too often little thought is given to "good book for whom?" or "for how many people?" Too often the "good book" (to the librarian) is used by too few, while the real needs of larger groups are unidentified and unmet. As a result, the level of expectation of large portions of the population has degenerated to a point of non-use.

Many librarians and library boards are frightened at the prospect of change, consequently, the numerical majority of libraries are poorly managed and management styles are inconsistent. For example, little attention has been devoted to marketing techniques. The identification of consumer needs has been casual at best. Attempts to identify needs of potential consumers are recent and sporadic. The selection of target groups and the development of appropriate resources and services -- arranged, packaged, publicized and delivered -- are innovations with which most librarians are not prepared to cope. Even the rules and regulations for library use create physical and psychological barriers.

The business world invests millions of dollars a year in research. The fragmented research for public libraries is usually limited to a "special project" in a local situation or a particular type of library which may or may not be applicable elsewhere. Much more emphasis must be placed on research at local, state and national levels with particular attention to problems which are common to public libraries. Larger libraries need resident staff who are trained in research, systems analysis and the planning process for constant evaluation and development of operational as well as service programs. Librarians must overcome provincialism and demonstrated reluctance to become involved in joint or cooperative efforts with other libraries, with community organizations, with educational institutions and with other agencies of local government.

In general there seems to be a minimum of modern science and technology applied to the management of libraries. Although the results of several cost studies of specific functions are available in library literature, many librarians are reluctant to apply them or develop their own. Progamming Planning Budgeting is, for the most part, foreign to library administration. Most libraries spend little time analyzing operational costs or measuring the effectiveness of service programs. Many librarians have resisted the automation of routine procedures. Management is hesitant about involving staff in the decision-making process or the community in service development in-put.

Libraries of all types suffer from an under-developed public relations program. Because of the lack of exposure, their respective publics are uninformed about library resources and services. People do not know what the library has to offer nor what to expect from it. Consequently, many question and answer columns -- Zip Line, Action Line, etc. -- appear in daily newspapers across the country. Columnists, of course, get their answers in large part from the local library. Such activity only confirms the need for information and a more sophisticated approach to meeting the need.

Retarded development of libraries in some cases is partly due to librarians and partly to boards of trustees. In some instances, an ultra-conservatism is highlighted by preserving the status quo and defending local autonomy. Authorities are either too limited in concept or too shy to sell the importance of libraries to fund-allocating authorities; too apathetic to compete with other political subdivisions for funds or to become involved in the political process. To such controlling groups, efficiency and economy mean "don't spend money". They accept arbitrary allocations in grateful avoidance of confrontation with budget authorities or with the planning effort necessary for service improvement.

A part of the public library problem must be attributed to the failure of library education. In too many cases changes in library school curricula have not kept pace with societal changes. Graduates have not adequately been prepared for evaluation and change. Paradoxically, many changes which have been effected in operational equipment and methods have been developed by non-librarians; identification of new or changing service needs have been thrust at libraries by potential consumers or special-interest groups. Professional schools are being forced to "tool up" for the new model librarian.

The professional associations, comprised as they are of librarians and library-interested members, must accept a fair share of responsibility for the slow development of public libraries. At both the state and national levels, associations have placed more emphasis over the years upon social, commercial and structural aspects of organizational activity than upon professional preparation to meet changing or unmet service needs. A concerted effort must be made to provide leadership at state and national levels to analyze identified problems common to public libraries, establish priorities, find alternate solutions and communicate with librarians and trustees objectively, professionally and meaningfully.

In any discussion of public library problems, the most critical issue has long been identified as financial support. Authorities historically have insisted that library service was a local matter -- locally supported and locally controlled because, for the most part, they are locally used. As a result, the most common tax bases for library support have been cities, counties or school districts, supplemented by federal or private funds.

During the last thirty years, the two dynamic forces behind the social changes which affect libraries are perhaps the changing population patterns and the emphasis on scientific and technical research. The implications of such change include society's changing needs for communication and an emergence of new responsibilities for public libraries. The impact of such broad change will increase the quantitative, qualitative and immediacy of demand for library service from all social segments. The new and active role which the library must play in our changing social environment will require a larger public support.

The patterns of financing libraries are diverse and complex. The mixture of local, state, federal and private funds expended by individual libraries, library systems, consortia and various other types of joint or cooperative service organizations compounds the problem of accurately identifying the fund sources applicable to specific functions.

The problem is further compounded by the lack of uniformity in accounting and reporting, the questionable adequacy of library statistics, and the absence of appropriate national guidelines to establish uniformity, comparability and efficiency in operation, evaluation and planning. Because of such diversity, libraries suffer from insufficient funds to meet current needs; there are widescale inequities among libraries; and there is a lack of dependable bases for future planning.

It is inevitable that (1) more federal funds will be required to compensate for the inadequate support picture in the large city library which must function as a resource center for a broader area, and the costs of the changing patterns of service to meet inner-city and other specialized needs; (2) more adequate and dependable bases of local support must be developed, and (3) more funds must be diverted to the research and planning process, both to identify needs in respective service areas and to develop services to meet those needs, and to evaluate services, measure effectiveness, analyze costs, and devise financial support patterns to provide essential services.

Today's libraries are challenged to focus attention upon people instead of collections. When service programs affect the function of people -- individually, or collectively -- for the improvement of society as a whole, the results become socially desirable. When services become socially desirable, ways will be found to finance them. Attempts to solve the problem of inadequate funds have been fragmented, short-range and ineffective.

Overcoming current inadequacies is one thing; a plan to resolve inequities and develop a sound financial base for the future is quite another. Immediate action should be taken to provide supplemental funding during the present crisis and a short-range transitional period. Concurrent with that action, steps should be taken to initiate at a national level a research and planning program to provide a sound, uniform, dependable, and adequate source of income for the inevitable needs in the long future. Only then can public libraries accept and meet the broad range of responsibilities commensurate with the expanding needs of a changing world.

MISSOURI
ILLINOIS
BI-STATE
REGIONAL MEDICAL PROGRAM

607 N GRAND BOULEVARD / ST LOUIS, MISSOURI 63103 / 314/535-9755

August 16, 1972

Frederick Burkhardt, Ph.D., Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N. W.
Washington, D. C. 20036

Dear Doctor Burkhardt:

Recently, as a professional medical librarian I expressed some strong opinions triggered by a discussion led by Dr. Estelle Brodman. They are based on observations pooled during some fourteen years of library experience, almost five of which have been in the medical field. Doctor Brodman asked that I present these ideas to you as testimony for consideration at the meetings on September 27, 1972.

My present and most deeply felt concern is the community hospital health sciences library. As a Regional Medical Program program staff member responsible for liaison with the medical information area, I am disturbed by several currently developing trends. The first is that federal dollars for future library education seem to be destined to support the more sophistocated and the Ph.D. programs. The second is that a number of R.M.P. library programs are being phased out after a short life span -- the only programs geared to the grass roots level in existence in large segments of the country -- a one-to-one interaction with the community hospital "librarian".

I have served as field librarian at Bi-State Regional Medical Program for sixteen months--the rest of my health sciences library experience involved three years of medical librarianship at a 285-bed community teaching hospital with a nursing school of 150 students, seven interns and several residents. I completed formal course work for an M.S. degree with emphasis on medical librarianship at Drexel University a year ago.

From my particular vantage point, it appears that the formal training of Masters Degree medical librarians seriously needs restudy. Furthermore, I firmly believe that health sciences libraries are not just the "frosting on the cake". They can and should be an integral part of the hospitals continuing education program.

Fortunate indeed is the person whose training includes exposure to the actual operation of a clinically oriented hospital health sciences library, as well as to the theory and perspective provided by formal education. Both are needed and perceptive planners will no doubt incorporate internship programs for future librarians at the library school level.

But none of us can wait for the system to change by following this route--not the "librarians" I serve, the medical and paramedical personnel long and far removed from centers of education, nor the patients we together serve. I believe a hospital "librarian" is a very real member of the health care team. Unfortunately, too few hospital staff members see real aggressive librarianship. What they perceive as library service does nothing for anyone. Few hospitals under 200 beds hire anyone for even half-time responsibility for library service. The library is thrust upon a secretary or medical records department administrator. This "librarian" generally feels overburdened. She is not interested nor accessible enough to perform library service for anyone, should anyone happen to show a glimmer of interest in her closet-sized collection of randomly chosen, scarcely relevant materials, neither arranged nor cataloged for easy independent access.

Giving the rural communities and urban ghettos the materials, filling shelves with unread books will not do the job. Much tedious work is ahead. We must prod by whatever means is at our disposal for more effective distribution and use of modern medical information. The hospital librarian must be an active, respected member of the hospital's library committee. The rigidity index of the professional library group as well as the medical profession must be lowered to create a real climate for continuing growth of personnel in each discipline. Medical education is changing; so must the education and training of the medical librarian -- including the person who, without formal training performs that function.

My plea is for support for library internship in an approved hospital library setting, handpicked for the purpose. It must be modern enough to permit the librarian--be she a graduate student or practicing staff secretary motivated to learn the procedures--to be included in teaching rounds and introduced to what really goes on clinically. This seems a valid way to make the librarian an accepted member of the health team.

But beyond that, I believe a hospital librarian's education ought to include something like my exposure to the cries of a woman with a gangrenous abdomen the night before she dies. She would *never* forget, were she to learn as I did, that this poor farm wife, so important to her family, died needlessly because her ruptured appendix was misdiagnosed in her rural community as an ulcer needing dietary treatment. Even as late as 1967 the knowledge and its proper application were out of this unfortunate woman's reach. Our hospital had on its shelves Cope's *The Early Diagnosis of the Acute Abdomen*. Trained librarians know the patient's problems could have been puzzling to any diagnostician -- but concern grows over whether her rural physician could or would be encouraged to access the medical information system in any form, in his community. (The precedent-setting Darling Case has been widely enough publicized to stimulate the evaluation of care against the *best* practices rather than generally accepted ones.)

In our Bi-State Region of eastern Missouri and southern Illinois, we have been circulating the expanded Stearns core collection of 132 books and 38 journals to interested regional libraries for one-month's use I have not devised a formal method of evaluating its use. But I have in my confidential files, a testimony in a handwritten note of appreciation. When this local "librarian" displayed our core collection in her hospital, three doctors came to pore over one new surgery text the night before scheduled surgery, returned the morning of the surgery, and then completely amazed the "librarian" by sending her a stat call for the book during surgery. This "librarian" in her fifty-bed hospital is as impressed with library materials as we at Bi-State R.M.P. are impressed with how far we have to go in support of continuing medical education.

I earnestly hope that the decisions reached following your committee's deliberations will result in the firmest possible support for increasingly broader dissemination and use of medical information at the grass roots level. If I can furnish additional information, please get in touch with me.

Sincerely yours,

Dorothy S Overman

(Mrs.) Dorothy S. Overman
Field Associate
in Continuing Education

DSO:vg

cc:William Stoneman III, M.D.
Program Coordinator, Bi-State Regional Medical Program, St. Louis
Estelle Brodman, Ph.D.
Librarian, Washington University School of Medicine, St. Louis
Mrs. Janet Welsh, Program Specialist
Resources Division Extramural Programs
National Library of Medicine, Bethesda

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1895

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Library Resourses*

OHIO LIBRARY ASSOCIATION

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(614) 221-9057

A. CHAPMAN PARSONS
Executive Director

August 22, 1972

Mr. Frederick H. Burkhardt
Chairman
The National Commission on Libraries
and Information Science
1717 K. Street N. W. Suite 601
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for inviting me to submit testimony for the consideration of the National Commission on Libraries and Information Science during the hearing in Chicago, September 27, 1972. I am particularly pleased to comment on the role of the state professional library association and how it can contribute to better statewide library service.

In 1968 the Ohio Library Association (membership 2400) and the Ohio Library Trustees Association (1600) approved the Ohio Library Development Plan. The Plan provided for: (1) the establishment of Area Library Service Organization (systems), (2) the establishment of a Reference and Information network to meet specialized information needs, and (3) strengthening the State Library of Ohio to enable it to carry out its state-wide responsibilities.

In 1969 legislation to implement the Ohio Library Development Plan was approved.

The responsibility for so great a change in the reorganization of priorities for state-wide library service falls on many shoulders. There are local responsibilities which fall on the various boards and governmental authorities at the institutional level. There are State responsibilities which should be assessed as a part of its total commitment to the total development of educational facilities at all levels. But perhaps the greatest responsibilities lie with state and national professional library associations.

In fulfilling their objectives associations should strive to make the library a vital force as a center for the communication of knowledge and ideas, to make library resources easily accessible to all people and to improve professional standards of librarianship. Every state professional library association should interpret and adapt national library standards and programs within the State and when possible, offer national leadership through the excellence of its programs and the achievements of its libraries.

State library associations should cooperate in enlisting public support necessary to carry out a positive legislative program. A strong state legislative network will provide a strengthened national legislative network for the future.

State library associations should develop and support plans which utilize all the library resources of the State to provide better library services to greater numbers of people through more efficient use of resources and facilities. The Commission should encourage and provide guidance for nationwide development of interstate library compacts.

State, regional and national professional associations should cooperate with other governmental agencies to facilitate:

1. The training of library personnel and continuing education for library trustees.

2. The recruitment of talented people to the profession.

3. The creation of a climate of understanding for inter-library planning and development.

4. The interpretation of professional ideas to governmental agencies and to the public.

5. The certification of librarians and the acreditation of libraries.

6. Research in library administration and development.

7. The continuation and evaluation of planning at all levels of library service.

8. The initiation of studies and the publication of materials which will be helpful to professional and trustee associations, libraries and other agencies.

The libraries of this nation are carrying a heavy educational load. Increased school enrollment at all levels, broad expansion of education beyond high school, and new types of educational challenge at all levels combined with the inflationary spiral have caused fewer materials to be purchased. This library financial - service crunch has left professional library salaries lower compared to other professions and new library construction and library maintenance has fallen behind - just to keep library doors open.

Much has been accomplished by the creative and highly motivated leaders in individual membership professional library associations. During the past five years several state and regional professional library associations have organized full time executive offices staffed with professional leadership. They operate with marginal budgets and are seldom able to initiate projects with even modest expense attached. I believe the National Commission on Libraries and Information Science should encourage the program of work of state, regional and national professional library associations by performing in depth studies or surveys which can help to develop plans for the coordination of association activities at the state, regional and national levels.

Please be assured that the Ohio Library Association and the Ohio Library Trustees Association stands ready to assist the Commission at any time.

Sincerely yours,

A. Chapman Parsons

A. Chapman Parsons
Executive Director
Ohio Library Association
Ohio Library Trustees Association

ACP/njd

CC: Sarah Cody
Joseph F. Shubert
John E. Velde, Jr.

COMMENTS ON PRESENT PROBLEMS AND FUTURE TRENDS FOR LIBRARIES WITHIN HOSPITALS AND INSTITUTIONS

In order to avoid confusion I would first like to define the kinds of hospitals and institutions to which I will be referring in my comments of "present problems and future trends for libraries within hospitals and institutions." The hospitals and institutions I will be discussing under the general term institutions are residential care facilities designed to serve residents, patients, and inmates for an extended period of time. The people served in these institutions include the physically and mentally handicapped, criminal offenders and the aged.

It should be noted that library services in institutions are unique in that they must serve the educational, recreational and informational needs of the residents that in the community are served by a variety of libraries.

Since the infusion of federal funds for institution libraries of the Title IV amendments to the Library Services and Construction Act, in 1966, there has been a continuing growth of interest and activity in institution librarianship. At present we have reached a plateau in the development of programs for the institutionalized and unless additional funds are found for program, personnel, and materials the momentum that has been building over the last several years to provide good institution libraries will diminish, and recent gains in service to meet the needs of residents, patients, and inmates will be lost.

Next to the lack of funds the greatest problem faced by institution libraries is the lack of reliable information upon which to base programs. When LSCA funds became available many states started institution programs, where none had previously existed, with no base upon which to build. After some six years of experience we still do not have a base. We do not know which programs have been successful or the components that have made them so; we only guess. I suggest that as more money is invested in institution libraries a research component be included in all programs so that each institution wishing to have a library program does not have to go through a wasteful period of trial and error before achieving success.

A strong research program would have an important impact on future trends in institution librarianship. As the current trend of treating the mentally and physically handicapped, offenders and others moves from the large institutions into smaller community-based institutions and out-patient facilities, the library will have to follow. The prospects are that public, school, college, and special libraries will have to assume much of the responsibility of dealing with the special library needs of those now served in institutions. Knowledge gained through research about user needs, personnel needs, training, materials, and effective programs will help the various type of community libraries assume their responsibility to the handicapped and the offender.

Submitted by,

Ira Phillips, Executive Secretary
Association of Hospital and
Institution Libraries
American Library Association

8/29/72

WAYNE STATE UNIVERSITY
University Libraries
Detroit, Michigan

To: National Commission on Libraries and Information Science

From: V. M. Pings, Director of Libraries

Date: 15 August, 1972

My comments will be confined to those kinds of libraries that must continue to grow in size and complexity--the research-resource library. My assumption is that if the "objectives" and "priorities" of these large institutions can be established, the responsibilities and functions of other libraries and information centers canbbe more easily defined.

1. Political control. The large libraries and the specialized resource libraries of the late 19th century were mainly free standing institutions or public libraries. Their role as the universal institution has slowly eroded because universities concentrated the nation's research effort into their institutional make-up. Libraries were supported by universities for researchers as well as for the support of education. Public and free-standing libraries no longer have the tax base to continue to support research-resource libraries. University libraries may possess the resources, but organizationally they are not equipped to provide services except within the limits of their institutions. The situation from my viewpoint resolves itself into a dilemma. On the one hand institutions whose objective is to provide service to all do not have the association with the centers of expert knowledge while, on the other hand, the parietally based institutions do not have contact with knowledge consumers outside their own environment. Three choices seem available if we are to utilize our nation's library resources effectively.

a. Nationalize our university research-resource libraries to free them from the confining self interest of specific institutional control.

b. Revitalize through subsidy, or other means, our still extant public and free standing library institutions to provide access to the scholarly record for all groups, including universities.

c. Develop a new kind of organization, perhaps with a regional base, through which all federal support for libraries be channeled and which can cut across the barriers of local, institutional and state organizations.

Perhaps other organizational plans can be devised that are more suitable to our present culture, but what I wish to emphasize is that the nation cannot continue to support the ethics of separate institutional aggrandizement and expect improved information services.

2. Preservation. There are two aspects to the need for preserving material. The one is the deterioration of the scholarly record because of its age and the other is the acquiring of the current record. We cannot continue to rely solely on commercial reprint publishers and microform publishers to select what is valuable for preservation. Whether our planet will arrive at zero population growth may or may not occur within any understandable future, but knowledge will continue to accumulate throughout the world. The U.S. dominance in the knowledge-producing industries is soon going to have to be shared. We must have a more stable base on which to acquire materials for research-resource libraries than the happenstance of particular institution's interests.

3. Planning and investigation. The complexity of the bibliographic control of our scholarly output coupled with the rigidity of our libraries as institutions handicaps the adoption of the results of investigative work beyond the institution in which the work was done. There must develop a national (or at least a regional) organization that has the authority not only to encourage and promote investigative work, but also to implement the results of the investigative work within some testable limits. This suggestion goes counter to the past ethic of federal granting agencies. The era has past (if it ever existed) for our library institutions to support individual researchers to seek "truth for truth's sake". Libraries are conscious creations of man and are therefore manipulatable. We must replace the 19th century philanthropists who started many of our great libraries with enlightened bureaucracy to restructure libraries to support our national objectives.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
A DIVISION OF THE
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

September 6, 1972

TO: THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Chairman, Mr. Frederick H. Burkhardt

FROM: Mrs. Elnora M. Portteus, President
American Association of School Librarians
Directing Supervisor, Division of School
Libraries, Cleveland Public Schools, Ohio

Objectives of school library Media Center

The objectives of the school library media center are to insure that all children and young people have library media services, in adequate facilities, with sufficient staff, resources and equipment to provide innovative programs which meet their needs of individual learners. This requires careful planning at all levels national to local, as well as modification of many existing beliefs long held by school administrators, school staff and library media specialists. As Harold Gores states in High School: The Process and The Place: "As I visit schools these days I see 1971 architecture, 1960 pedagogy, and 1940 furniture. The latter utterly frustrates the former."

Beginning with the primary schools, on to middle school and high schools (or whatever organizational pattern is followed) the library media center is the resource center of the school, the heart of the building. It should be situated so that students pass through the area many times a day, so that books, magazines and filmstrips, all media, are readily accessible. It should be an "intellectual supermarket." Its resources and services provide flexibility and individuality to the learner and teachers. In Criteria for Modern School Media Program, Maryland State Department of Education, Dr. Vernon Anderson, states:

> A media program does not operate in a vacuum apart from the total education program, but as a cooperative venture in learning and teaching...Cooperative programs must have unity of purpose and management. The purpose of the program is to bring together the diversity of materials, technology, and human resources which contribute effectively to learning and teaching.

AASL, ALSO AN ASSOCIATED ORGANIZATION OF THE NATIONAL EDUCATION ASSOCIATION
1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036 · TELEPHONE (202) 833-4102

Trends

Trends in library service, shifts in types of services, increased reliance on media other than print, greater awareness of social needs must be considered as school library media centers serve present users and reach out to serve non-users. Providing materials and a program to support educational objectives and meeting a variety of individual and group needs will require an assessment of our present services, defining of priorities, and identifying achievement strategies, requiring availability of funds.

Development

The development of school library media facilities has not kept pace with educational development, particularly at the elementary level. Standards at the national level are currently being revised, but standards at regional and state levels do not generally reflect the same high goals or regard for the school library media center. None of these statements or standards have enforcement authority, hence all to frequently they are not seriously considered by school systems. Far too many schools are attempting to function without a central school library media center, or with one that is poorly equipped, ill-housed and inadequately staffed. Although the Elementary and Secondary Education Act, Title II, has assisted in the provision of resources, the other elements of components of the program have not been forthcoming.

Unified program

A unified media program at the building level, as well as at the system level, is necessary to facilitate the learning process. Many school systems do not have either a building level unified program, or a system level unified program. There is great diversity in the numbers and kinds of program, and in the ways in which the media center concept is implemented, in the quality and numbers of the staff, and of course, in the types of student and teachers using the facilities. Both experience and the literature indicate that there are great varieties in curricula, educational concepts, learning styles, mandating the media center provide information in many formats, within a unified concept. This, too, requires funding.

Right to Read

The emphasis, in this decade, in this nation on Right to Read, on improving reading abilities, indicates an even stronger role for the library media center. Resources need to be strengthened in quantity and in quality; they need to be readily available to children, youth and teachers. The acquisition of these resources in terms of dollars is a continuing concern.

Staff

Qualified supervisory, professional media specialists and supportive staff is another identified need. It is these people who provide leadership and sustain the interest of students and staff. Nationwide efforts to provide minimal staff have been met with obstacles at every turn. Few elementary schools have professional trained library media specialists, even part-time, and library technicians have not yet been accepted in many school systems. State departments of education have small library media supervisory staff to focus on local needs. At the district level this is equally true inasmuch as hundreds of school districts over the nation lack supervision of library media facilities, and hence every building operates in its own fashion, thereby providing a random program, not a unified program. Federal legislation has given little assistance.

Facilitate

Quarters or facilities in schools are in need of renovation, of new furniture and equipment, to provide an atmosphere for learning in tune with newer learning concepts. Unlike provisions for science laboratories, and other classroom facilities, library learning laboratories were not provided for in federal legislation.

Greatest needs

The needs of school libraries vary from city to city, from rural to urban areas, from state to state. Following, then, is a summary of our greatest needs:

(1) Continuous planning to expedite the development of the unified media center philosophy and a plan of action for developing these centers, particularly at the elementary level.

(2) Remove barriers in the minds of school administration as to the library media center's value and services in the improvement of education, as well as increased attention to the fact that school library media centers require adequate support and financing.

(3) Provision of opportunity for continuing education and staff development, including system level and state level supervision.

(4) Increased support for equipment and facilities.

(5) Increased attention to planning to reach the disadvantaged children and their parents.

(6) Greater assistance in the improvement of reading abilities, through concerted effort of all professional school staff.

The AASL

The professional association is aware of necessary development in the school library media field. Positive steps have been taken to focus on the Right to Read. Cooperative planning has been made with the national Right to Read Office and brochures supporting this have been prepared and are continuing. (Two of these are attached).

The Association has instituted new committees to focus on current concerns. These are:

Early Childhood Education
Careers/Technical-Vocational Education
Funcing Identification
Staff Development
School Library Media Service to the Disadvantaged

We also have many continuing committees at work on various aspects of the school library media center, with membership from all states and all levels of librarianship.

Two of our committees have new charges: Student Involvement in the School Library Media Center Program and Treatment of Minorities in Library Materials. (The latter has a serious of bibliographies concerned with minorities being published in subsequent issues of The Booklist. (ALA) has published a bibliography of bibliographies, Multi-Ethnic Materials, in School Libraries. We have currently begun a new magazine with a new format, to replace the latter, called School Media Quarterly.

Our association is alive and active. It has rapport with the state school library associations through the "Regional Directors and State Assembly," and through our monthly newsletter, Hot Line, from the President's Office. Our Executive Secretary and Assistant Executive Secretary, as well as other association officers, represent us at professional meetings where we have displays of materials, and present appropriate programs. A Resolution to the Chief State School Officers was passed by our Executive Board at the last annual conference. (Copy attached).

As an Association we are developing new standards in cooperation with AECT. While progress is slow, in any cooperative venture, we feel that we will be successful.

The school library media center must be brought to the forefront. The role of the school librarians or media specialist must be an active one in educational scheme of things. Action at the national level would surely expedite positive thinking about media centers, assist in solving our concerns, result in better services and programs, and make the library media center a viable part of the educational scene for children and young people.

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Congreſs of the United States
House of Representatives
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MELVIN PRICE
24TH ILLINOIS DISTRICT

MEMBER COMMITTEE ON
ARMED SERVICES

JOINT COMMITTEE ON
ATOMIC ENERGY

CHAIRMAN:
COMMITTEE ON
STANDARDS OF
OFFICIAL CONDUCT

September 20, 1972

Mr. Frederick H. Burkhardt
Chairman
National Commission on Libraries
and Information Science
1717 K Street, NW
Washington, D.C. 20036

Dear Mr. Burkhardt:

I am enclosing a copy of the statement for the hearings of the Commission of Libraries and Information Science to be held September 27, 1972 in Chicago, Illinois.

Thank you for your letter informing me of the meeting, and inviting my comments.

Kindest regards.

Sincerely,

Melvin Price

Melvin Price
Member of Congress

MP:cd

Enclosure

Mr. Chairman, I appreciate having this opportunity to participate in this regional hearing of the National Commission on Libraries and Information Science on library and information services needs in the country. I am pleased these hearings are being held because they focus needed public attention on the vital importance of our libraries.

Congress clearly recognized this importance in enacting Public Law 91-325 which established the Commission. This hearing is an outgrowth of congressional intent to see that our library and information services capabilities keep pace with our needs.

There is no question that our library systems play crucial roles in this country. The storage, retreival and dissemination of information unrestricted an unfettered to the citizenry is a vital link in our nation-maintaining process. Society is well served by our libraries.

Unfortunately, I think in all too many cases our libraries are taken for granted. We do not realize the valuable services they provide or the national assets they represent. If we reflect for a moment on the important contributions they make, we clearly see that our educational resources would be severly, if not critically hampered, by their absence or demise. Fortunately, there are dedicated men and women throughout this country who work diligently on behalf of their local libraries.

The basic question facing us today is whether this nation is prepared to make the necessary commitment to our library and information service needs. Adequate financial support is the paramount concern among the libraries in the Madison-St. Clair County, Illinois area. This plea was repeated several times from the libraries from which I heard in conjunction with this hearing. If nothing else emerges from this hearing I hope it will clearly demonstrate the importance of ensuring adequate funds so that our libraries and information service specialists can do the job expected of them. There is no question that they want to do the job; the question is will we provide the wherewithal so that they can.

That need exists cannot be ignored. Based on earlier estimates for the 1962-1975 period it has been determined that nearly $10 billion is needed for books and materials and $360 million required for new construction for academic libraries alone. Another $1 to 1.5 billion is required for construction needs of public libraries to say nothing of their books and materials requirement. Given these estimates I do not think that we can take comfort with the status quo.

If we expect to keep growing and maturing as a people and if we expect to continue expanding educational resource opportunities for the disadvantaged, I firmly believe that we cannot remain idle and content with ignoring these needs. Simply stated, let this hearing be the point where we move ahead quickly and determinedly in providing the needed support for our libraries and information service facilities.

ROMAN C. PUCINSKI
11TH DISTRICT, ILLINOIS

CHAIRMAN:
GENERAL SUBCOMMITTEE
ON EDUCATION

COMMITTEES:
EDUCATION AND LABOR
VETERANS' AFFAIRS

Congress of the United States
House of Representatives
Washington, D.C. 20515

September 25, 1972

Mr. Frederick H. Burkhardt
National Commission on Libraries
and Information Science
1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you very much for the invitation to appear at your hearings in Chicago on September 27, 1972. Due to previous commitments, I am most sorry that I will not be able to attend.

However, I have enclosed a statement which you might want to put in the record. I believe the work you are doing is most important and assure you of my support.

With best wishes.

Sincerely,

Roman C. Pucinski
Member of Congress

RCP:sk

INFORMATION: A VITAL NATIONAL RESOURCE

In an age where men and nations exist in a "one world" environment, there is an acute awareness of the criticality of information for those who must make the key decisions. The mass media, augmented by the use of communications satellites, transmit the happenings of the hour to countless millions, and then convey the responses which have been evoked among the listeners within a comparable short time span. Contemporary man virtually has the world at his fingertips through his mastery of technology. This achievement, when combined with an ability to access the factual and critical knowledge of past centuries, is allowing us to prepare for the unprecedented problems of the future.

There is a statement in Proverbs which has always meant a great deal to me: "Where there is no vision, the people perish." This is particularly applicable when I think of the role with which the National Commission on Library Science is charged. Your group has been directed to develop overall plans concerning the informational needs of the Nation. It is significant to me that the composition of your membership includes those with broad backgrounds in library and information science, and a strong awareness of those information and communications capabilities which must be created or enhanced if this Nation is to maintain its position of world leadership.

For the past decade, I have been voicing a genuine concern about the shortcomings, and in some instances short-sightedness, of our existing national "systems" for acquiring, filtering, indexing, storing, processing, and disseminating scientific and technical information. Most certainly there are other categories of important narrative and statistical information of equal value, but I should like to focus upon this occasion on the requirements—and some possible solutions—involving a national need for accurate, comprehensive, and timely scientific and technical information. In spite of qualified individuals and groups within the executive branch, the Congress, and the university-industry-foundation triad studying and restudying this problem area, no definitive action has been taken by those responsible for establishing and sustaining such a resource.

In determining how to accomplish the broader goal of ensuring a responsive information system for top level decisionmakers, planners, and program managers, there must be agreement that a multi-faceted capability is required. The so-called "traditional libraries" must be strengthened through a redefinition of their roles and information handling procedures. Information analysis centers, now fulfilling an important role as the repositories and distribution points for specialized data, must be developed so that they may render a higher order of service. And finally, an all-out effort must be made to develop—and here I use the terminology from one of your own statements—a "comprehensive plan to facilitate the coordinated development of the Nation's libraries, information centers, and other knowledge resources."

I am especially interested in the charge to this commission which stresses its role in conducting studies, surveys, and analyses of the library and information needs of the Nation, including the special library and information needs of rural areas and of economically, socially, or culturally deprived persons. This is a solemn responsibility, including as it does an emphasis on service to our citizens regardless of their circumstances: handicapped, poor, inadequately educated, aged. As you analyze the various needs of the person, make sure that your recommendations cover the full spectrum of corrective measures: better elementary and secondary school libraries, mobile units to reach far-flung groups of readers, a strong junior college and university library system, and the creation of complementary special libraries as required. Lastly, there is a recognized requirement today for what is popularly called "networks" of libraries. I am fully aware that preliminary steps have been taken to expedite the transfer of information, such as books and periodical items, between library centers, but the information technology now available can allow a far greater exchange of written and graphic material.

As we talk about activities in the world of the information sciences, let me mention a few of the technological advancements which will allow the Nation's libraries to increase their capacity to serve. Widely publicized in the popular press as well as the learned journals have been the ways in which computer technology can help the librarian. Indeed, we are witness to many exciting innovations which have improved circulation control, book ordering, cataloging, and so forth. Similarly, great strides have been made within the realm of microform technology, including the ability to perform a machine transfer of written data from computerized to micro-form, and back again. The mood within government and industry alike is to reduce the amount of hard copy which exists, and to find substitute media which can ensure space and cost savings. Dr. James B. Rhoads, Archivist of the United States, recently noted that by the year 2000 no more than 50 percent of the official records would be on some form of paper, as compared with 95 percent in 1950.

At this juncture, I should like to return to an area of focus in which I have long been active. Nearly ten years ago, I initiated an examination of our national scientific and technical information handling resources. As chairman of the *ad hoc* Subcommittee on a National Research Data Processing and Information Retrieval Center of the House Committee on Education and Labor, I sought to establish an atmosphere of awareness and responsive activity which could lead to the establishment of a coordinated system for managing and making available our precious scientific and technical information. At that time, in 1963, I said:

> It is my firm conviction that before this decade is over, data processing and information retrieval will be one of the biggest industries in America and the world. The tremendous technological explosion which is sweeping the world makes it imperative that this civilization develop more efficient ways of grasping the full meaning of man's intellectual discoveries.

In this prediction, I was not far afield. Today, nearly 90,000 computers are in operation in this country alone; the Federal Government relies upon its "arsenal" of 5,800 machines, and even the United States Congress has taken steps to avail itself of the services and products possible through computerized support.

In examining the chronicle of activity concerning the need for marshalling national information resources, it is significant that leaders from many quarters emerged to urge the establishment of information centers and information systems of national scope. I recall the words of the noted neurologist, Dr. Grey-Walter, who was deeply concerned about the rate of accumulation of knowledge, which he said "has been so colossally accelerated that not even the most noble and most tranquil brain can now store and consider even a thousandth part of it." And then this remarkable man went on to emphasize why this crisis must be understood and responded to:

> "The root of this evil is that facts accumulate at a far higher rate than does the understanding of them. Rational thought depends literally on ratio, on the proportions and relations between things. As facts are collected, the number of possible relations between them increases at an enormous rate."

The hearings on H. R. 1946, which featured an amendment to Title II of the National Education Act of 1958, revealed both an awareness of the problem on the part of many public and private sector persons, and a reluctance on the part of officialdom to take those steps which could ameliorate the situation. Another action of substance which took place shortly after the 1963-64 hearings of my subcommittee involved the report by the Systems Development Corporation to the Committee on Scientific and Technical Information (COSATI) of the Federal Council for Science and Technology. Six distinct concepts were analyzed, including the desirability of creating a "capping agency" within the executive branch, passing the responsiblity for the S & T information area to a Government-chartered private organization, or establishing—much in the vein which I had proposed—a "new operating agency." Once again, no action was forthcoming, as the Federal Council for Science and Technology could not decide upon a course of action

In the later 1960's, congressional action lead to the passage of Public Law 91-345 which established your Commission. I laud the breadth of functions assigned your group, because it is only through a combination of analysis, planning, and subsequent advisory actions that a real impact can be made. A concurrent endeavor, featuring some useful "soul searching" on the part of the scientific community, was the study undertaken by the Committee on Scientific and Technical Commmication of the National Academy of Sciences and National Academy of Engineering. This three-year examination revealed a "diverse and pluralistic network" of communications functioning "reasonably well," but the authors pointed out that:

> ... new mechanisms and policies are necessary to coordinate and guide the scientific-and-technical commmication efforts of private for-profit and not-for-profit organizations and of the government during this era of burgeoning activity and rapid change.

One final area of activity which merits mention is that dealing with intergovernmental information exchange. This was the subject of serious consideration throughout the Federal Government, and was studied in depth by the Intergovernmental Task Force on Information Systems. The 1968 Task Force report, "The Dynamics of Information Flow," called for the creation of an "Intergovernmental Information Systems Exchange," to function under the auspices of the Advisory Commission on Intergovernmental Relations. A related proposal by Senator Edward Kennedy concentrated on the need for better Federal-State-local governmental exchange, pointing out that "scientific advances in computer and information retrieval technology represent a major new capability which may have important applications to the development of a modern intergovernmental information system."

Having observed the pattern of these activities, and believing that the passage of time often results in the changing of attitudes and action environments, I introduced H. R. 8809 during the 91st Congress, which provides for the establishment of a National Science Research Data Processing and Information Retrieval System. My thinking had turned from the single center concept to that of a network augmenting the capability of existing centers to provide critical data. Once again, the emphasis of this legislation would be to create a national system to "arrange for an orderly cataloging, digesting, and translating, with the aid of electronic devices, if necessary, of all scientific research data." In opening the highly useful hearings connected with this bill, I again stressed the need for better information support for our scientists and researchers. Of particular concern was the deplorable waste of time, talent, and money as skilled specialists, lacking knowledge about what had occurred elsewhere, spent vast sums of public and private money in "reinventing the wheel." Time is too precious and the challenges too numerous to see the scientific community developing or perfecting processes which had been discovered years earlier.

A point of personal frustration stressed during these hearings was that while we waited, and debated, we were being further inundated with scientific and technical information. In the six years between the first hearings and those of the 91st Congress, a rate of increase of 65,000 words per minute had resulted in a total of 200 billion words—the equivalent of 25,000 encyclopedia volumes—being generated.

Also underscored during these sessions was the increasing concern of the international scientific community about the difficulity in exchanging information within an acceptable time frame. Meeting in Geneva, more than 2,300 scientists adopted a resolution pleading for the development of an information retrieval and dissemination system through which they could participate more readily in scientific development. Some of you may recall that "A Proposal for an International System for Scientific and Technical Information" was prepared by Dr. Chalmers W. Sherwin, who headed A COSATI task force a few years ago. His report called for the development of a "comprehensive, specific, phased plan" which would lead to the establishment of a "machine-language-compatible record for international scientific and technical communications." Explicit standards were devised, based largely on international agreements, which would expedite the exchange of information. This fine proposal was presented to the Federal Council for Science and Technology, but follow-up was not forthcoming.

As one eminent witness after another testified, it became evident to those holding the hearings on the National Science Research Data Processing and Information Retrieval System, that there were very few areas of disagreement, and a massive desire to "get the show on the road." Dr. Glenn T. Seaborg, distinguished chairman of the Atomic Energy Commission and a Nobel laureate, commented upon the vital nature of the existing scientific information services, and the need for their expansion and refinement. In his closing remarks, he supported the pending legislation, saying that it was:

> ... on sound ground in calling for cooperative efforts on the part of existing information facilities rather than for a more centralized system. In the present developmental phase of computerized information systems, this pluralistic approach is the one most likely to produce the experimental breakthroughs on which future progress will depend.

In looking to the future, and the need for decisive action, I am reminded of President Kennedy's admonition: "A journey of a thousand miles requires a first step." Perhaps one of those first steps toward a more effective decisionmaking system took place when the National

Commission on Library Sciences was founded. We in the Congress watch with interest and appreciation your efforts to enrich the minds and heritage of our society. The recent resolution calling for "new and improved services ... at every level of society" and citing the "need for documentation, bibliographical, and other information resources" to be recognized in Federal programs were heartening.

With a deep sense of appreciation for having had the opportunity to share these thoughts with you, I should like to phrase these three challenges to the members and staff of the Commission:

* First, continue to provide "leadership, innovative advice, and coordination for our Nation's libraries and information science establishments;" their eyes are turned to you;

* Secondly, do not lose sight of the need of the common man for your attention and services, for easier access to mankind's intellectual accomplishments is a prerequisite for future progress; and

* Lastly, make every effort to sustain those lines of communication which allow an exchange of ideas between the overseers and implementers of our national information policy.

SKOKIE PUBLIC LIBRARY

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Mary Radmacher, Librarian

August 24, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Dr. Burkhardt:

Thank you so much for inviting me to submit written testimony to the National Commission on Libraries and Information Science for consideration prior to the regional hearing, September 27, 1972. Advancing ideas is simple enough but I am only too aware of the need for assistance in planning, organizing, and developing procedures to implement the concepts incorporating new ideas. Your commission's grave responsibility is indeed challenging since so much of the welfare of this nation is totally dependent upon libraries and information. The institution of the public library as we know it is more prevalent in the United States than in other countries of the world. Let us not only support but strengthen this precious national resource for the welfare of our society.

You asked me to comment on "the need for new financing and service patterns for medium-sized libraries and library networks."

NEW FINANCING

For the past several years it has become increasingly apparent that multilateral levels of financing are essential to the continuance of cultural and information centers. The interdependence of Federal, State and local government funds must be studied to determine the percentage of support from each, but the private sector should undoubtedly be playing the larger role if Federal and State support are equal. Any consideration of financing should also include revenue sharing.

SERVICE PATTERNS FOR MEDIUM-SIZED LIBRARIES AND LIBRARY NETWORKS

Medium-sized libraries to be vital and viable cultural and information agencies must perform the traditional library services where it is appropriate as well as to try some innovative activities, programs and services in anticipation of and befitting the community needs. Libraries in a metropolitan area will possibly require programs of a slightly higher level of sophistication than those which might be highly acceptable in other parts of the country. An awareness of societal pressures and demands of the service area are of utmost importance in planning service patterns.

Service patterns in medium-sized public libraries traditionally have included book discussions, book talks, film festivals and activities for pre-schoolers and senior citizens. In addition to these long accepted programs, library service should be expanded to provide concerts, lectures, plays and special displays and exhibits. These cultural activities should be considered an integral part of library service and may be sponsored entirely by the library or be co-sponsored by the library and another agency, society or industry. Cooperation with other community agencies (park districts, social and service centers, etc.) is not only justified but very possibly will reach a potential clientele for other library services.

Federal government programs for the handicapped and for the aging might very well provide avenues for cooperative programs with library services.

Even in its present state community antenna television has many ramifications for library use. Investigation of its potential with the appropriate authorities should be pursued by library and information service agencies.

Credence must be given to studies and research in preparation of: 1) programs to train people in an area of public participation to be able to participate in the decision making that is theirs to make; 2) surveys to ascertain meaningful needs; 3) studies to identify problems arising in fulfilling the needs; 4) plans to establish priorities and to determine area of responsibility to provide the service that fulfills the needs. All studies must be analyzed and evaluated critically and discriminatingly before implementation to assure success or effectiveness of the service they support.

In addition to the need for studies and research there exist certain areas where specific and immediate action can be taken to improve library and information service. One of these is provision of additional materials. "In depth" collections need to be built up in many locales. Greater informational needs have been created by constantly developing and expanding fields of knowledge. The information explosion in the late fifties and early sixties produced a spiralling increase in the publishing field. More recent developments have created other demands. Many new careers are available to young people and are also open to adults changing their vocations (sometimes more than twice during their working years).

Libraries not only need materials to answer a tremendous variety of requests but must be staffed with personnel trained to meet these needs, i.e., 1) to be able to work in an understanding manner with the public, to be a consultant to some degree; 2) to be knowledgeable in the use of the materials; and 3) to know when to act in a referral capacity by realizing that the patron needs assistance beyond the limits of the library's resources and abilities.

"Serving the unserved" and "equal access for all" mandates that a service be provided. If there is to be equal access for all, the majority can not be permitted to deprive the minority.

To date most library networks have been intrastate systems, quite probably because of proprietary interests or possible proprietary conflicts. The regional or system concept should, however, be interpreted as following the most desirable political, social, or economic boundaries for a specific service area - being interstate and multi disciplirary in approach. It is important for all Boards represented in such a network to be involved in sharing costs. Appropriate financing for the individual library's responsibility must be studied.

To provide free access to all; to organize a system of networks so that everyone is part of a system; and to establish complete reciprocity or to issue a "universal" library card are goals of every librarian. If there is some semblance of equality among individual library's of a specific network or regional system, the concept of reciprocal borrowing will be more acceptable to Boards of Trustees than where great inequities occur.

Aesthetics are a primary concern of librarians, trustees, and architects in embarking on a library building program and the provision of art is one aspect of this which is all too often neglected. Art is an important factor along with the architectural design for consideration in achieving the goal of an aesthetically pleasing building. The provision of art, whether it be integrated art specifically planned to complement the architectural design or whether it be paintings, sculptures, and tapestries which could be relocated within the library building, may very well be mandated by law. Art acquired judiciously will contribute greatly to the development of aesthetic values in general and specifically to the aesthetic appreciation as well as to the use of the library.

For many years libraries have benefited from the standardization of cataloging and classifying library materials through catalog cards provided by the Library of Congress. The principle behind this service, quality cataloging available for a nominal fee, might well be duplicated in other areas. This comment is in no way intended to restrict creativity and ingenuity. We need imagination. But in the interests of labor saving routines and repeated duplication of effort, standardization should be recommended. The entire field of automation is open and application of its use in libraries needs a great deal more attention paid it.

I am happy to submit the above comments and hope that with the emphasis given library service through your Commission's efforts, a more enlightened citizenry and enriched nation will be the result. My best wishes to you.

Sincerely,

Mary Radmacher

Mary Radmacher
Chief Librarian

MR:jl

INDIANA UNIVERSITY
Graduate Library School
UNIVERSITY LIBRARY
BLOOMINGTON, INDIANA 47401

TEL. NO. 812—337-

August 19, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W.
Washington, D.C. 20036

Dear Dr. Burkhardt:

Thank you for your recent letter concerning testimony relative to the regional hearing of your Commission, and, in particular, for your interest in having a statement concerning the status of library education at the present time.

One of the National Commission's objectives is to "provide adequate trained personnel for the varied and changing demands of librarianship." The achievement of the Commission's other five objectives will also depend upon the availability of competent personnel. In fact, the effectiveness of all library programming depends upon the calibre of the staff involved. It would seem desirable, therefore, for the Commission to consider adding a recommendation which would indicate the importance of building staffing and training components into all library development programs. The Commission might even consider the need to assist graduate library schools in developing programs responsive to current library needs and in securing competent faculty members.

In March of this year Verner Clapp wrote me as follows: "The Title IIB fellowships seemed at last to put library education on a footing with education in other disciplines and to make possible a consistent and badly needed pattern of academic research in library problems. How soon that rainbow faded!"

Prior to the establishment of the HEA Title IIB fellowships, the largest number of doctorates in library science ever awarded in any one year was 19. In 1968-69, the third year that the HEA fellowships were available, 29 doctorates in library science were awarded; in 1969-70, 40; in 1970-71, 46.

As of the summer of 1968, according to a census made by Ray and Patricia Carpenter (Journal of Education for Librarianship, XI, Summer, 1970, p. 5), the total number of people with earned doctorates who were still active in librarianship was 191. Assuming that about half of these were teaching in library schools, they would have represented approximately 14 % of the full-time library school faculty. A much smaller number, certainly fewer than 50, is the pool of distinguished professional talent for which 57 ALA-accredited library schools and an even larger number of non-ALA-accredited library education programs are vying.

What do I see as the critical needs of graduate library schools today?

1) Securing distinguished faculty members. One doctoral student in library science recently accepted an administrative poition at $24,000 a year. He would have preferred teaching, but the highest salary offered for a library school teaching position was $14,000. For a man with a family, particularly one who has just survived three lean years of doctoral study, the difference of $10,000 a year involved too great a financial sacrifice.

Without the HEA fellowship support for library education the situation will deteriorate still further. With the imminent retirement of the present senior Graduate Library School faculty, many schools will sink still further into mediocrity. In each area of librarianship there are only a few library educators competent to direct doctoral research, and many of these will have retired by 1976.

2) Developing a valid, reliable library school admissions test. Some years ago the ALA Library Education Division approached the Educational Testing Service concerning the development of an admissions examination for librarianship comparable to that used successfully for many years in a number of other professional fields. At that time it was felt that the undertaking was too costly. If people are our most precious resource and if an admissions examination can be devised which will result in a better "fix" on outstanding candidates, perhaps the library profession should find the money and obtain this additional assistance for library school admissions committees as soon as possible.

3) Securing funding for research and development. It is not unusual for senior library school faculty members to direct twenty to thirty doctoral disserations in addition to teaching full time. This kind of workload, not to mention committee responsibilities, almost precludes serious significant faculty research.

The funds that have been available to library schools have been contract funds. These tend to drain off talent without making possible the development of a long-range research program as an integral part of the graduate library school program.

4) Providing effective programs of continuing education. Work with the disadvantaged, leadership training, management training, collection building, library automation, and systems analysis are only a few of the areas in which there need to be more opportunities for quality continuing education for library personnel. Given limited resources and the scope of the problem, one possible solution would seem to be some form of cooperative planning. A series of pilot programs could make significant contributions both in terms of designing effective program formats and developing successful teaching materials.

The amazing fact is not that the Graduate Library Schools are failing to meet the nation's needs for educating competent library personnel but that overburdened, underpaid faculties have accomplished as much as they have. The gap between the human and material resources essential to achieving outstanding library school programming and those now available is a very wide one. The question is: Do library schools continue to "make do" with faculty who "can't cut it" in the profession, with students who "walk in off the street," and without research and development funds, or do we try to secure the level of support that will enable graduate library schools to develop distinguished faculties, to recruit talented students, and to conduct viable research and development programs?

May I thank you in advance for any attention your Commission can give to the problems facing library educators today. Graduate Library Schools alone cannot accomplish the needed changes. They can only be accomplished if dynamic leadership and cooperation are forthcoming from both library educators and librarians. The problem is not local in scope; it is nationwide.

Sincerely yours,

Sarah R. Reed

Sarah R. Reed

Associate Dean

DULUTH PUBLIC LIBRARY

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MRS. LUCILE ROEMER, Director

August 14, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to express some of the urgent concerns of librarians in medium-sized libraries. Three concerns seem particularly important to me: financing, public relations and interlibrary cooperation. They are related, and the solution to these problems would certainly help to solve some others.

Let me give you, briefly, the background out of which I write: Duluth Public Library serves not only the city of Duluth, population 100,578, but also, as a member of the Arrowhead Library System, an additional area population of 250,000. The Duluth Public Library is the major reference center for the Arrowhead Library System which covers some 17,000 square miles and six counties in the northern part of Minnesota. Our library was built in 1902 and has all the imposing steps and pillars, inefficient cut-up rooms and inadequate electrical systems that 1902 Carnegie architects could devise. In this building we are with difficulty giving modern service, with teletype connections (part of the Minnesota Minitex Project) and A-V equipment.

I have been Director of this library for almost ten years. Perhaps the only other fact relevant to this discussion is that before coming back into the library profession ten years ago, I was on the Duluth City Council for three years 1956-1959. This experience, I believe, enables me to view the library's place in local government with somewhat more objectivity than many librarians.

My first concern is financing. I believe there is need for substantial federal, as well as state and local, support for public libraries. Further, to be really useful, it should be appropriated as well as authorized for longer periods of time. We can do little satisfactory planning and budgeting on "great expectations" from fiscal year to fiscal year.

Locally also, our library has a crisis almost every year at budget time. As one of a number of city departments, the Library Department's requests are given a low priority when funds are short and "hardware" departments (like Fire, and Police) are competing for the same tax dollar. This is usually true even when there is goodwill and sympathy on the part of the city administration and the city council. I understand this hard fact; nevertheless, there must be adequate financial support not only for ongoing library programs but also for expansion of needed new programs, if we are to make progress.*

This brings me to my second concern: public relations. I am not talking about "image-making", which has the connotation of convincing someone that you are something you are not. I am talking about trying to make all people aware of what our present and potential services can mean to each one of them. This, it seems to me, calls for a national effort unlike any that has been tried before. The medium-sized library has not enough money in its budget to hire an excellent public relations person. A less than excellent person is no good at all. The staff and director "sell" the library's services as much as we have time to. It is not enough.

Interlibrary cooperation, a third concern, is so sensible, so efficient a concept that it scarcely needs belaboring. Federal funds are needed on a large scale. Pilot projects are expensive, but those in the area of cooperation have already proved their worth.

LSCA funds in the first years did exactly what they were intended to do--they helped bring better library service to primarily rural areas previously unserved. When these funds were later expanded to include larger libraries, LSCA funds (Title I)began to come to us in Duluth. From 1965 to date, Duluth Public Library has received about $300,000 in LSCA grants. These grants have paid entirely for a city bookmobile service, films and records, additional staff and books. These are not frills, obviously; our service has been improved to a great extent.

A word about LSCA Title II funds. A professional survey of our library in 1966 indicated a "desperate need" for a new library. Twice the size of this old one has been recommended. We desperately need funds for a new library, but the Title II funds are just a dribble. Lack of adequate physical facilities is hampering our service, keeping new patrons from using us and causing great inefficiences in our operation. Many small libraries have been built with LSCA funds available in greater proportion; the medium-sized library which requires 75,000 square feet will consider itself very fortunate if private or local public funds can be raised. Duluth has had its costly blueprints, paid for with private funds, for several years now. We need several million dollars and hope for federal

* Attached is a summary of our expenditures in 1971 from all sources. Note that 20% of 1971 expenditures were from other than local sources. Since 75% of our budget is in salaries and wages, and since the city only takes care of annual salary increases and some very slight increase in a book budget, we would stand still if it were not for "other sources".

funds. Title II has not been funded adequately to do us any appreciable good; we need a major new library building in Duluth for the northern half of this state, and are in a financial quandry as to how to proceed. Building costs continue to rise.

The role of the medium-sized library appears more and more to be that of a reference and information center. Our reference work has quadrupled in the past ten years. We can and must do more, but we need more staff (professional), more books and other library materials, and a functional facility to work in. We need national and local recognition of the library's usefulness for two reasons: first, that more people will use us who never have; second, that funds will not be so hard to get.

The public library is a constructive force in its community. If the National Commission on Libraries and Information Science can really be a practical help, and soon, people will know us and use us as we were meant to be used -- by nearly everyone, for the common good.

Sincerely,

Lucile Roemer

Lucile Roemer, Director
Duluth Public Library

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Statement Prepared for the
National Commission on Libraries

by

Francis X. Scannell
State Librarian
Michigan

One of the pillars of democracy is the preservation and extension of knowledge. The dissemination of knowledge to support this democratic principle is primarily invested in schools and libraries. Classroom instruction, coupled with libraries, form the total educational environment. Both print and non-print library materials are essential to teaching and learning within each formal educational environment. However, an informal educational process continues after school graduation which fulfils an updating of vocational needs as well as avocational desires. In this role, adult education and libraries become a useful tool. Historically, the public library has been an integral part of Michigan's system of public education. Each of our state Constitutions has recognized this importance and has provided not only for the establishment of schools, colleges and universities, but also for public libraries. In an effort to respond to today's needs, the State Board of Education has already made a commitment to change. Approximately a year ago, the Department of Education, at the request of the State Board of Education, introduced a library package to realign library services in Michigan. The essential items for new library services throughout the State hinge on:

(1) Regionalism, which would encourage responsible organization and development of libraries into regional units and encourage the development of adequate standards for personnel, book selection and other essential services from these libraries.

(2) School district libraries will likely find themselves without financial support because of the most recent Kalamazoo decision in which a judge rules that the education unit could deprive the school district library of its funds if it were necessary to do so in order to maintain the required educational level in the local district, and because of the suit filed by the Governor and the Attorney General which indicates the possibility that local funding is not an equitable method of support for schools and thus school district libraries.

(3) A research network which would link the major research collections of the State and allow for easy access and exchange of information between and from these collections.

(4) The role of State Library Services will have to change and be responsive as various outstate conditions change. The State Library, under the Michigan Department of Education, will have to devise new plans to coordinate and lead library programs and services and to develop meaningful patterns of operation throughout Michigan. A new emphasis will have to be placed on a stronger, more comprehensive research collection to make the State Library the focal point and last-copy resource among State research libraries. The focal point of the statewide library programs must remain vested in the State Library Services as it executes the following functions:

(a) Provide all library services to State government which are so integrated as to function with economy and efficiency in service to all departments, agencies, branches, commissions and officers of government.

(b) Provide services to schools, public libraries, community colleges, college and university libraries which are not available elsewhere, or can only be provided more economically at the State level.

(c) Promote development of all libraries in the State.

(d) Improve library standards for personnel, space, selection and services.

(e) Secure legislation to provide total library service throughout the State.

1. Regionalism

Library regions shall be established by the State Board of Education and shall recognize the geo-socio-economic conditions of the area and consider regions established for educational purposes throughout the State. Any plan for educational reform in Michigan must provide a working relationship between regional library headquarters and intermediate school districts, community colleges, vocational learning centers, media centers and vocational rehabilitation services. These regional headquarters libraries must be transformed into dynamic multi-media learning centers, rather than dusty--and often lonely--repositories for unread collections of books. Such centers must offer seminars of local interest, tutoring services and art displays, as well as collections of information in all media. The concept of the "open university" presents a new and vital challenge that public libraries will have to meet. If public libraries are to reach all segments of our population--especially those who have been deprived of cultural and educational opportunities and others who have not yet been introduced to the values of personal enrichment--newly conceived, imaginative and innovative library programs must be provided. Only by providing a much broader base for these expensive services and programs involving books as well as the newest media--films, filmstrips, recordings, tapes, cassettes and electronic video recordings, can libraries expect to survive economically.

2. School District Public Libraries

The plight of these school district operated public libraries, particularly in the large metropolitan areas, has become more and more apparent with the defeat of many school millage votes during the past few years. Public libraries are operated by school districts in:

Kalamazoo
Flint
Lansing
Saginaw
Muskegon
Grosse Pointe
Ann Arbor

as well as in many smaller cities and towns all over Michigan.

Any plan to realign school district boundaries and to finance education totally at the State level must either make provision for the continued upkeep and support of school district operated public libraries, or must completely divorce the operation of the public library from the local school district. A regional public library authority supported by both State and local funds based on regional concepts of service may possibly be the solution. In the light of recent events in Kalamazoo where the public library service is being considered an extra-curricular activity, every effort must be made by the Department of Education to provide for such service in line with its proposed goals and its State agency responsibilities. School district public libraries should not be the escrow account whereby the school district short of funds can use library support money to bail out the district.

3. Research Network

Legislation was introduced at the request of the State Board of Education, to give the major research libraries a legal basis for interaction and cooperation. There were no financial implications to the bill. The legislation seeks to complete the final links of a research triangle that will bring together the five major research libraries of the State. These include:

University of Michigan - Ann Arbor
Wayne State University - Detroit
Detroit Public Library - Detroit
Michigan State University - East Lansing
State Library - Lansing

The establishment of the Access Office at the University of Michigan General Library was the first major step of tying Michigan's strongest scholarly resource library with the State Library and other four-year colleges and universities of higher education in the State. This was the first formal attempt at greater utilization of the rich resources of a research library. Libraries should not be expected to duplicate expensive research items when they already exist within the State.

4. State Library Services

The role of the State Library agency must change as the demands change. The more effective regional libraries become in general library services, the more specialized and sophisticated the State Library agency must be. The State Library Services must respond to the varying demands of patrons or libraries requesting service.

One of the demands is to service State government. The most effective State Library is one which encompasses all library services of State government, so integrated as to function with economy and efficiency.

In order to fulfil its functions, the State Library must have strong collections of all forms of educational and informational materials covering the various fields of knowledge, an efficient system of making materials available, and a sufficient number of competent professional and clerical personnel to provide adequate service. Definite policies for developing the State Library's collections are formulated in cooperation with other libraries in the state or region after careful consideration of all the resources and needs.

The recognized components of the State Library service include:

1. General Library Services
2. Regional Library Development
3. Government Publications
4. Legal Reference and Research Materials
5. Legislative Reference
6. State and Local History
7. Special Library Services
    a. Service to the Blind and Physically Handicapped
    b. Service to Institutions

With far greater stress on general library service at the local and regional headquarters level, the State Library will have the opportunity to concentrate on its true role as a research and media center for State government agencies. To meet the growing needs of State departments, special collections planned, established, financed and operated by the State Library can fulfil the need in the areas of:

Public Health

Natural Resources

Mental Health

Civil Rights

State Highway

Social Services

Historical Commission

Conclusion

The importance of the work carried on in our public libraries today throughout the nation cannot and must not be minimized. Every book, record, and film borrowed, every reference question answered, every program sponsored, every news release written, and every personal contact by a librarian, has the potential of changing the lives of every man, woman, and child who have the good fortune to have library service at their disposal and make use of it.

Unless the Public Library can increase its influence upon the social, economic and educational behavior of its users by becoming a major force in shaping the lives of people and, at the same time, can reach a much larger segment of the population than its present 20%, and unless ways can be found to properly finance public libraries through the combined efforts of local, state and federal governments, the public library in America, as we have known it for more than a century, will go the way of the passenger train and the passenger pigeon.

This cannot and must not happen.

TESTIMONY of Roy Schlinkert, Chicago Public Schools, appearing as Chairman, High School Librarians, Chicago Teachers Union - Chicago, Wed. Sept. 27, 1972.

The sweeping changes and widespread new developments which have come to the world of school libraries in the United States and in Europe in the decade of the 1960's have not come to the majority of school libraries in the United States. Probably the vast majority of them have not been transformed in any meaningful way from mainly print materials collections and services to multi-media service agencies. Nor has it been possible without additional staff to expand greatly the teaching and advisory role of the librarian and media specialist. A great many schools still lack bright, well-lighted libraries and media centers inviting students within their doors.

In the large cities, and in many smaller communities, for a number of reasons, there has been only a very limited progress possible in this decade in most schools. In general, budgets for materials are fairly adequate, but money for materials without the staff to select, process and service the materials, and without a place to put them or utilize them has presented a situation like a three-legged stool with two legs missing.

In the last several years I have served as a member of the Large Urban School Libraries Committee. In all this time, except for one other member of the Committee, I found that the other members only wanted to talk or do research, despite the fact that the crisis of school libraries in the largest cities was becoming more acute each year. Though the Commission members may not realize it, the crisis has now reached the point where school libraries in the country's largest cities are fighting for their very lives.

Within the past year there have been cuts in staff and school library services in cities like New York and Detroit, for example. An effort to abolish school libraries in Los Angeles was fought off with the greatest of difficulty by the unusual, desperate effort of the librarians themselves, who appealed over the heads of the administration directly to members of the Board of Education, and the Board sustained their appeal. In Chicago a move last spring by vote of the Board of Education would have cut off 250 professional positions and all clerks in the high school libraries. This move was defeated through the efforts of the Chicago Teachers Union, which came to the aid of the librarians for the second time. In Miami considerable cuts were finally averted.

It seems very obvious that school library and media services in these very large cities are on the defensive, and that the line can not be held much longer. And should all these positions be lost the library schools would lose a substantial market for their product, already a glut on the market, not because we do not need them but because there is no money to pay for the positions needed.

Our position is direct and clear that we most urgently need, above all, Federal Aid, along with some minimum standards specified in Federal Law as a condition for grants. We need grants not only for materials as we have it now in Title II but also for renovation of school library FACILITIES as was provided in the National Defense Education Act for science laboratories. We also most urgently need a change in Title I as it provides money for personnel so that it will include ALL school children, not just the so-called "disadvantaged". "Disadvantaged" has become a disreputable word to many school administrators and to teachers and librarians, because any honest look at library facilities and staff situations in large city schools discloses that the really disadvantaged schools are those which are not eligible for Federal Aid. It seems appalling that librarians should ever go along with legislation which draws any line of discrimination against any children. This is a false line in practice. The Federal Government has long provided money to pay part of the salaries of Extension Service staffs in the universities and for the salaries of staff in vocational education programs, for example, and there are probably hundreds of other similar situations, and perhaps this is a pattern for school library and media center staff assistance.

We should like to see the Commission look into the published standards of the American Association of School Librarians as to staff, materials, and facilities. While these standards are too high for our purposes, we should like to have the Commission consider recommending that the Office of Education be given authority to set some minimum standards as a condition for Federal money grants. While such minimum standards might also tend for a time to be the maximum, most school systems seem to have such poor standards as to staffing that things could only be better, not worse. And once established, such standards could later be improved.

No one doubts perhaps that a country which can provide twenty billion dollars for the Defense Research budget, three billion a year for five years for investment tax relief for business, and $250,000,000 for a single aircraft company should be rich enough to provide substantial aid for all types of libraries. To sell such a program to the Congress will require of course a subordination of legislative rivalries within the library world and a country-wide united legislative effort at local levels by all libraries and librarians of a kind we have never attempted.

Revenue sharing is not promising for school libraries because the money given to states in most cases will go to the pressure groups with the most clout. While public libraries may get something, school libraries will not.

What libraries are asking seems like peanuts.

PROBLEMS OF SPECIAL LIBRARIES

by

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Testimony requested by the

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

at its Regional Meeting at the

Dirksen Federal Building

Courtroom 1743, 219 South Dearborn Street

Chicago, Illinois

27 September 1972

TABLE OF CONTENTS

Table of Contents.................................... 1

Budget: Reduction by employer........................ 2

Budget: Effect of prices............................. 4

Employment: Effect of wave of unemployment........... 5

Employment: Effect of employment philosophy of employer.... 6

Employment: Effect of paraprofessional availability...... . 7

Cooperation: Need for holdings information of other libraries............................. 7

Cooperation: Need for networks........................... 8

Cooperation: Effect of "parasites" on larger libraries..... 9

Copyright: Effect of the Williams & Wilkins case.......... 10

Training: Present courses................................ [illegible]

Training: Data processing possibilities.................. 13

Training: In-service training............................ 13

Your request for testimony was received as an honor and an opportunity to voice some of the problems which I feel are eroding the services of special libraries specifically, and all libraries in general.

As a special librarian of about twenty years of on-the-line experience, as a teacher of special librarians in a library school for about five years, and as an observer of special libraries on three continents, only my "gut reactions" are revealed concerning these problems, though I feel that the professional library literature, and interviews with informed special librarians would probably confirm my views. Without attempting to become scholarly in describing the problems, I should like to merely present my own observations.

My presentation will be categorized under the following headings:

- Budget
  - Reduction by employer
  - Effect of prices
- Employment
  - Effect of wave of unemployment
  - Effect of employment philosophy of employer
  - Effect of paraprofessional availability
- Cooperation
  - Need for holdings information of other libraries
  - Need for networks
  - Effect of "parasites" on larger libraries
- Copyright
  - Effect of Williams & Wilkins case
- Training
  - Present courses
  - Data processing possibilities
  - In-service training

BUDGET: REDUCTION BY EMPLOYER

During times of business crisis, organizations of all types find themselves retrenching, and cutting all non-profit-making activities to the bone (and sometimes amputating them). Mr. Herbert White, at the 1972 SLA meeting in Boston, delivered a very informative talk entitled "Organizational placement of the special library and its relationship to success and survival." Mr. White's association with the U.S. Atomic Energy Commission, IBM, and Institute for Scientific Information activities, linked with his service to the SLA, makes him a worthy spokesman and observer. Within an organization the library, as an activity, rarely has the "clout" wielded by other members of the organization when competing for the budget dollar. As a matter of fact, the library appears to be a user of profit rather than a producer of it --- in the eyes of most administrators. The library is a service to other groups within the organization, we librarians insist. When budgets are cut, services are scrutinized. One typical reaction is to consider the special library as a luxury service; reduce it or eliminate it, and rely on the public library which the taxes of the organization already support.

Some difficulties associated with this rather shortsighted point-of-view are:

1. The elimination or reduction of the special library service within the parent organization decreases the efficiency of information storage, retrieval and use within the organization. More time is required to ferret out obscure statistics, methods, identities of people and corporations, etc. When attempted by people untrained in the art of literature handling valuable time is lost. The stock-in-trade of the librarian is the use of the literature in solving problems for his parent organization.
2. By eliminating or reducing special library service, the responsibility is transferred to other, usually larger, public libraries. These libraries, having to serve the entire community, cannot devote as much effort to an organizations' problem as could the organization's librarian. Neither could the high degree of expertise available in the special

library of the organization be marshalled by most public libraries. (A few large public libraries are staffed with specialists who have this expertise, but generally a library which tries to be all things to all people cannot be expected to have collections and/or staff comparable to those of the specialized organization.

3. Sometimes the reduction or elimination of special library service within the parent organization is meant to be only temporary --- just until the emergency is over. Then, it is assumed, the library will regain its former stature and meaning in the organization. But in most cases the breaking of the continuity of service is also accompanied by a breakdown of staff morale through a sense of lack of security, and through a sense of lowered status and value in the organization. The collections, especially the periodical holdings, contain gaps which are difficult to fill.
4. When the budget shrinks, the parent organization should be researching possibilities for production of new goods and services. Research requires rapid, precise access to the existing literature, which means that an excellent library service should be maintained or expanded. Thus, the cutback in library services is the opposite of the reaction which should logically take place under duress.

BUDGET: EFFECT OF PRICES

Most libraries are faced with a maximum allotment beyond which budget increase for acquisitions is extremely difficult. All acquisitions, other than gifts and exchanges, must come out of this allotment. Furthermore, this maximum may increase from year to year, but eventually the maximum reaches a breaking point at which the library is told that it cannot obtain further funds for acquisition expenditures. In some libraries this limit is reached early in their development; in others it comes later, but ultimately the purse strings are pulled tautly closed. When that limit is reached the library must purchase monographic items (e.g. books, pamphlets, technical reports, patents, maps, songs, etc.) and serials (items published in runs, not necessarily periodically) within that budget.

The price of monographs and serials is rising rapidly. Part of the price rise is caused by inflationary pressures passed on to the consumer (the library) by the producer (the publisher). But another part of the price rise is caused by some publishers charging all that the traffic will bear.

A library having a fixed acquisitions budget, subscribing to serial titles each year, and simultaneously trying to acquire necessary monographic items for its collection, finds that its serials price increases can be paid for only by money taken from the monographs. Subscriptions to serials require continuity to avoid the creation of gaps which are very costly and difficult to fill at a later date, and therefore the library tries to avoid stopping subscriptions by getting money elsewhere. The "elsewhere" must be the money which would otherwise be spent for monographic items. Thus, price increases force the difficult decision to

1. reduce the intake of serials in order to obtain needed monographs, or
2. purchase serials at increasing prices to prevent gaps in the serial collection, but at the expense of the monograph collection, or
3. reduce the intake of both serials and monographs, -- a practice which weakens both parts of the collection.

Figures could be cited for rates of increase of periodical costs, but this discussion will stop here with the following citation:

> "Price indexes for 1972: U.S. Periodicals and Serials Services.
> Periodical services, 1972, by Norman B. Brown
> Serial Services, 1972, by Norman B. Brown; William H. Huff.
> Library Journal 97:No.13:2355-2357 (July 1972)"

EMPLOYMENT: EFFECT OF WAVE OF UNEMPLOYMENT

Budget cutbacks have resulted in special library cutbacks throughout the country. SLA Chapters have Employment chairmen, but applicants far outnumber openings, and the chairmen are hard-pressed to place librarians. In some cases the library is expected to maintain all of its services with greatly-reduced staff. Some new library school graduates are forced to find employment in fields unrelated to their professional training. Librarians with years of experience encounter severe difficulties in finding employment after being discharged as a result of reduction of budget. Many librarians beyond age 55 encounter discrimination because of age in finding library employment. At age 60 or higher, this discrimination is practically insurmountable because of existing employment rules pertaining to retirement.

EMPLOYMENT: EFFECT OF EMPLOYMENT PHILOSOPHY OF EMPLOYER

A surprising phenomenon occurs in many organizations when setting up a special library, or arranging for its continuing operation. In law firms, banks, insurance companies, industries, churches and many other types of organizations desiring library services, the philosophy seems to be that anyone with common sense can operate a library well. A lawyer who will spend large sums to get expert witnesses, and who wouldn't dream of hiring a non-lawyer to do the work of a lawyer, will hire a clerk-typist to operate his library. The usual results of such decisions are:

1. The organization receives minimal library service because of the lack of training of the library staff.
2. If the service rendered is exceptionally poor, the organization may decide to abandon the idea of developing a library altogether -- a decision which might have been reversed had an alert graduate librarian been employed to organize and operate the library.
3. If the service is poor but the organization decides to continue the library, the personnel of the organization are really being short-changed, and may be coddled into believing that this is really all the service a library should be expected to furnish.

4. If dissatisfaction develops, and the organization decides to continue the library, a graduate librarian brought in at a later date will have to start the organization of the library and its services from scratch. Usually this entails more work than starting the project at the beginning because much old work must be obliterated to produce a uniform working system. Much time and funds will have been wasted, and the organization will have suffered loss because of inadequate service.

EMPLOYMENT: EFFECT OF PARAPROFESSIONAL AVAILABILITY

Some people are being trained to work in libraries as paraprofessionals, relieving the professional librarians of many of the routine, clerical, nonprofessional tasks. This use of the paraprofessional is certainly commendable, especially when graduate librarians are in short supply. However, two results are frequently apparent:

1. Organizations receiving applications from paraprofessionals are deluded into believing that the applicants are fully-qualified librarians, usually willing to work for reduced remuneration. If hired, they often find themselves in difficulty in technical situations when decisions must be made, because of lack of background and training.
2. Unemployed qualified librarians applying for positions are faced with competition from paraprofessionals to a certain extent. The hiring organization, in order to save its funds, will at least consider, if not hire, paraprofessionals in this competition.

COOPERATION: NEED FOR HOLDINGS INFORMATION OF OTHER LIBRARIES

A library on a budget must carefully choose items to be acquired for its collection. An all-inclusive collection, even in rather narrow fields, is almost unattainable. Thus, every library is, to a greater or lesser extent, dependent on other libraries, using interlibrary loans or photocopying services to fill the needs of its clients.

To efficiently use either interlibrary loan or photocopying services or to send a client to the library holding the desired item, it would be ideal for libraries to know what each other held. Many union lists of serials and union catalogs have been initiated to compile this information, but efforts at best have been mostly local and rather sporadic and uncoordinated. Many of these necessary bibliograhic tools are produced by volunteer help or by inadequately funded groups. Changes in personnel, interest and budget can quickly stifle these efforts. Without access to well-designed, accurate and constantly updated union lists and union catalogs, a library is unaware of which library can be called on to lend or photocopy the desired item. The borrowing library uses the laws of probability by calling the large libraries for service, assuming that they would be most likely to have the item. Ironically it is quite possible that a library requests and gets service from a large library far away, when a library a few blocks away has the item and would have given the requested service. Two rather untenable situations result:

1. The larger libraries are overused, and may ultimately tend to restrict their services because of sheer lack of manpower needed to handle the requests.
2. If the large library does not have the item in its collection, the requesting library is faced with a potentially large number of phone requests before a library is located which has the item. This hit-or-miss method is very time-consuming and inefficient.

COOPERATION: NEED FOR NETWORKS

The need for interlibrary cooperation on a large scale has been discussed widely and is largely recognized as a coming necessity for service to schools, industries, governments, and other information-hungry groups. Collections of data in centers of all kinds exist; the technology (systems analysis, computer hardware and software, display systems, communications systems; etc.) exists;

and librarians, computer centers, administrators have the interest and know-how, to make networks of libraries and information centers work. But formidable obstacles stand in the way of integrating existing facilities:

1. Political and intergroups rivalry. City vs. county. Suburb vs. core areas. Private vs. public facilities. Large vs. small libraries.
2. Funding. Convincing these factions that they should contribute a considerable amount of their support budget to the development of a nebulous entity which has not existed in their presence before, and which guarantees little return on their investment for, perhaps, several years, -- this indeed requires diplomacy as well as technical know-how of the highest order.
3. Attitude toward networks. The present facilities are "working" adequately; why should we take from our tax or profit dollar anything to sponsor and develop something with which we have no experience and for which we have little assurance of success? How do we know that this network project isn't just a political boondoggle, lining the pockets of computer corporations and an oligarchy of "experts" who themselves haven't had much experience? Let's stick with the status quo until these new-fangled gadgets become infallible (and cheap).

COOPERATION: EFFECT OF "PARASITES" ON LARGER LIBRARIES.

The cutting back of special libraries in parent organizations having financial difficulties, and the dependence instead on the collections, staffs and services of other libraries, brings the borrowing organizations practically into the condition of being parasites, dependent on the well-being and benevolence of the larger libraries. Many of the larger libraries are tax-supported, and from one point-of-view the borrowers have a right to request services because of being taxpayers. However, the budgets of the larger libraries are also being cut back by inflation and actual budget reduction. Personnel leaving their staffs often are not replaced.

Purchases of expensive items are cancelled or postponed, in the hope that money will come from somewhere. But it is a rare library which refuses to give maximum service to other libraries. In spite of heavier loads, lower budgets, decreased staff, overcrowded physical plants, the libraries must serve!

COPYRIGHT: EFFECT OF THE WILLIAMS & WILKINS CASE

The firm of Williams and Wilkins has brought suit against the United States for copyright infringement through the unauthorized photocopying of journal articles by the National Library of Medicine and by the National Institutes of Health Library. On 16 February 1972 Commissioner James F. Davis of the U.S. Court of Claims filed his report to the Court. In effect the Commissioner recommended to the Court that the plaintiff (Williams and Wilkins) is entitled to recover reasonable and entire compensation for infringement of copyright. It is hoped that the National Commission on Libraries and Information Science, and indeed all bodies whose word bears weight in legal circles, bring maximum resources to bear on the satisfactory solution to the copyright problem. Because libraries of all kinds depend so heavily on photocopying in lieu of lending, it is recommended that the solution be aimed strongly at continuing to permit free photocopying access to the copyrighted literature. A confirmation of Commissioner Davis' findings in higher courts will certainly work extreme hardship on libraries in general, and on special libraries in particular.

TRAINING: PRESENT COURSES

Special librarians who developed into professionals by learning what they know on the job, usually find themselves in difficulty when they try to change from one parent organization to another. The lack of formal training in library science is a detriment.

Many definitions have been given for the term "special library," and rather than recite any of them here, it would suffice to list the characteristics they should exhibit. A special library should have either or both of these:

1. Serve a parent organization or clientele which is specialized in a certain subject field (e.g. finance, insurance, pharmaceuticals, geology, foods, etc.)
2. Have a collection specialized in a certain subject field.

We usually think of a special librarian as one who (preferably) has a good subject background in the subject field in which the library specializes. However, a large public library or a large university library is really made up of several special libraries even if their total collection has broad coverage. The patrons they serve work in, or are interested in, many diverse subject areas and demand depth in the subjects of the collection. Thus, although important, the type of client served and the breadth of the subjects covered by the collection are not the sole criteria for differentiating special libraries from others. In fact, the most important criterion is that of exceptional service to the clients. The librarian in a generally-accepted non-special library is a passive servant of his clients. He waits for them to bring their problems to the library, and then he takes action many times by simply pointing them in the general direction of books which might solve the problems. The special librarian takes the time to become acquainted with the patron and his problems, and becomes an active member of the problem-solving team by enlisting all possible resources in the solution of the problems. He looks at the raison d'etre of the library as being a tool for the solution of problems, and every activity behind the scenes (acquiring, marking, arranging, housing, exhibiting, distributing) is aimed at maximizing this problem-solving attitude and concept. A book is not purchased if it does not contribute to this aim in his organization. A library staff member is not tolerated if he has any idea of giving lesser service. Thus, in my estimation most libraries could be special libraries if their concept of service changed.

Now let us consider how a library school would set up a curriculum which would best train special librarians. When a student is in school he rarely knows in which type of special library he will be employed after graduation. With classes of 15 to 30 students, the course content (subject-wise) would have to be general.

To require all students to take a course in, say, reference sources in the natural sciences would be to waste the time of those who will not be working in a library which stresses these sources. Even if the students studied such a course, the rate of change of the reference sources and the wide variety of sources encountered in an active science library would indicate the teaching of the techniques used by a librarian to become quickly acquainted with the potential uses to which a new reference book could be put in his library --- under what circumstances would such a book be brought to the attention of the client? What types of questions or problems will it solve? It is the technique, rather than the knowledge of the internal structure of hundreds of titles, which should be mastered in the library school. The intimate knowledge of each individual title will have to occur on-the-job where the books actually exist, rather than in an artificially-devised situation in the classroom.

What can we teach, then, in the library schools? The techniques of budget preparation, book selection, cataloging, classification, weeding of collections, building layout, personnel management, circulation techniques, selection of equipment, public relations, literature searching, should be mastered by all librarians, including special librarians. The latter should be exposed to those library qualities which non-special libraries lack, namely, techniques of handling problem-solving situations generated by the clients. Visits to many types of special libraries, interviews with special librarians, case studies of typical problems, study of techniques used by special librarians to fulfill their mission (e.g. building of special-purpose files for recurring problems(peek-a-boo, Uniterm, or computerized); selective dissemination of information (SDI) techniques; selection of special equipment to allow more efficient access to information; studying of techniques used by clients in problem-solving), a thorough grounding in research techniques useful in library operations, on-the-job training in existing special libraries --- these are some of the things the student should work on to prepare himself for special library work, beyond the normal course-work of the school.

Most of all, the special library student should be saturated with the concept of going to extremes to give the service his client needs. The use of teletype, telephone, personal acquaintances, interlibrary cooperation, photocopying, translation of foreign languages, abstracting and indexing techniques, to solve problems should be stressed.

TRAINING: DATA PROCESSING POSSIBILITIES

The computer, with all that the word implies, is here to stay. Most librarians have steered themselves around the study of data processing, believing that their lack of a mathematical background makes the understanding of the subject impossible. This is like saying that the lack of knowledge of the chemistry of combustion of gasoline-air mixtures in a cylinder would make it impossible to drive a car effectively. Every month the literature on library and information science contains accounts of new situations in which data processing has been applied to library problems. It is important that future librarians, notably special librarians many of whom will have access to data processing facilities, learn what these facilities can do for them, and what is needed and expected of the librarian in applying the data processing techniques. Unless the student wishes to specialize in these applications, however, it is doubtful that he need go beyond a couple of introductory courses in library applications of data processing.

TRAINING: IN-SERVICE TRAINING

Most special libraries have few staff members, many being one-man libraries. A library school student who has never worked in a library as a staff member is unskilled (even with a degree) and has much honest anxiety about being thrust into a position in which he must administer and make operational decisions for a library immediately after graduation. One of the ways to overcome this feeling of anxiety is to provide a program of in-service training while in library school. During this period the student would work on the staff of a library, observe how decisions are made, how problems are solved, how people are handled, how collections are selected and organized. In short, he would get his feet wet in librarianship under the watchful eyes of a good librarian, and could compare his ideas and what he is learning in school to what is actually taking place in working libraries. The student would bring much to his courses which now are quite theoretical and sometimes nebulous. The school would gain by its contacts with the cooperating libraries and librarians, and would have to constantly up-date its courses to reflect new concepts and techniques. Indirectly it is quite certain that some placement success will be attained by bringing students and libraries together.

STATEMENT TO

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
by
CONGRESSMAN FRED SCHWENGEL
September 27, 1972

It is a privilege for me to present in this statement both my own personal, deeply-felt concern and the continuing concern of the Congress for the programs of the National Commission on Libraries and Information Science. Living, as we do, in the midst of an unprecedented information and knowledge explosion whose impact is rapidly outdistancing our existing resource facilities, we confront a new awareness of our national responsibility to provide informational and library services and resources adequate to the needs of our people. I believe that this Commission must play a significant role in helping to shape and define a National Library Policy, broadly based, wisely conceived, and adequately funded, utilizing local, state and regional structures with cooperation and support from the Federal Government in pursuit of our common goals: education, research, and service. Our implementation of these goals is reflected today in the ever-increasing social investment in scientific and technical research and development, an investment which is also a commitment to the future of this Nation.

It is a truism -- and no less true for that -- that the survival of a free society is bound up with the widest possible dissemination of knowledge among all the people: an informed citizenry is the surest guarantee against every kind of tyranny. It was an American writer and seer, Ralph Waldo Emerson, who noted that "we owe to books those general benefits which come from high intellectual action." In one of his most prophetic utterances (The American Scholar), he further defined for us today the vital place of books in American society and their impact upon the quality of life which alone can sustain freedom:

"Man Thinking....Him Nature solicits with all her placid, all her monitory pictures; him the past instructs; him the future invites. Is not indeed every man a student, and do not all things exist for the student's behoof? And, finally, is not the true scholar the only master?"

It is this vision of Everyman -- Man the Thinker, secure in the integrity of his own mind, able to seek and to find truth -- that lies at the heart of America. I need only cite the example of Lincoln as an illustration of the power (which) great books possess to nourish that greatness of mind and spirit which sustains our faith in this land and its people.

The Biblical Preacher could declare wearily that "of the making of many books there is no end" (Ecclesiastes 12:12), hardly foreseeing the overwhelming fulfillment of his words in our own day. Our overcrowded libraries are collections of these books, whatever else they may be or do. Yet a library is something more than merely a center for storage and retrieval of knowledge and information, vital as those functions are. It represents the accumulated wisdom of the ages -- yes, and some of the accumulated folly as well, mindful of the genial judgement of Oliver Weldell Holmes that "the foolishest book is a kind of leaky boat on a sea of wisdom; some of the wisdom will get in anyhow."

In dedicating the Free Library in Birmingham (U.K.) just over a century ago (1866), George Dawson spoke of a great library as containing "the diary of the human race." More recently, Norman Cousins has described a library as "the delivery room for the birth of ideas -- the place where history comes to life." So it is that books, like ideas, have consequences.

Can a book change your mind? Yes, such is the evidence of experience all through history. Books can broaden and enlighten, challenge with fresh insight and new ideas, sweep away old and discredited concepts. On occasion, books can boggle the mind and shake the foundations thereof. A character in Sheridan's The Rivals warns against "a circulating library in a town" as "an ever -green tree of diabolical knowledge." Certainly there is some risk in freedom, but surely far greater danger in ignorance. For a truly balanced mental training or citizenship course, if you will, all our people should be encouraged to obtain and to read books which really say something significant. Important biographies, revealing memoirs, and meaningful fiction being published today can convey knowledge about history and its makers, opinion-molders, myth-killers, curiosity-quenchers, and mind-openers. In this sense, books are truly the best and most enduring form of liberation.

Good authors can turn us on to what is happening -- or not happening! -- in our society and environment, in politics, in the arts, in the sciences, in education, and in communications. They are people who are capable not only of changing your mind, but of exciting it with new ideas, exposing it to new concepts, absorbing it in new interests.

America needs more people who know of our early hard beginnings as a Nation -- our mistakes and our progress, people who know of and appreciate the profoundly moral and ethical base of our society, persons who care deeply about others and who want to help all people become wiser and better as they may find - or make -- opportunity to do so. These are foremost among the fundamental concerns of our libraries in their many vital services to our people.

We are approaching the 200th anniversary of our Nation's birth -- a fitting time to look back in appraisal, and to take stock of our achievements and present direction. Have we, in any way, fulfilled the vision of the Founding Fathers? Where have we failed, what have we accomplished, how do we set our sights for the future? Certainly no nation in history has attempted, as we have, to educate so many. But have we really educated the great mass of our people? A truly educated man is constantly learning by reading and absorbing the great thinkers of the past as well as contemporary thinkers, controversial and non-controversial. No man can claim boredom when he has access to reading materials. No matter how sophisticated library systems become, their goal is the same as it was when the first "free" town libraries were established -- to bring information to the people. It is therefore shocking to read the results of the poll conducted for the National Advisory Commission on Libraries and Information Science on the use of public libraries: as you will recall, this poll indicated that only three in ten adult Americans use public libraries. Even more shocking was the indication that 45 percent of those people had not read a book in the past 3 months. Other studies have indicated that on the average, Europeans read more than Americans. Evidence such as this indicates a deplorable situation, and suggests that we have a long way yet to go in educating our people. The task facing you as members of this Commission is truly far-reaching and challenging.

A good place to begin is with the elementary and secondary schools which are, in effect, the training ground for our youth, our Nation's most precious asset. Only within the last decade has the Federal

Government recognized the importance of elementary and secondary school libraries. Whether this inattention was due to our Nation's leaders or to the fact that the demand for these programs was not felt until the 1960's is useless to argue, though I cannot but wonder. Have we become so specialized that educators and librarians are not communicating with each other? What greater opportunity can the true educator have than instilling in youth life-long habits of reading, to implant and foster both the desire to read and the enjoyment thereof? A creative librarian-teacher team can lead pupils into the fascinating world of the printed word at an early stage; even the pre-schooler could be included in these programs. It is with great interest that I watch the development of school libraries.

To expand these very important programs, I believe this Commission should look into the hours of service provided by school libraries. Certainly the trend should be toward opening the library before the start of the school day and extending its hours of service after the end of that school day. Supervised study and research for evenings and week-ends could go a long way toward developing better study habits for youth. The excitement of the school library should be communicated to the parents and this, too, should be the responsibility of the teacher-librarian team. In this way our school libraries can serve both youth and the larger community. Once parents recognize the educational potentiality of their school libraries we will no longer be faced with cutbacks in State and Federal funding and defeat of local bond issues. There is much to be lost by failure to communicate with the tax-payers. As a legislator, I know that tax-payers today want to see tangible returns for the burdens placed upon them.

In these days of instant everything, I fear we place too much emphasis on how quickly a job can be done. I know from personal experience that our educators and librarians should put greater emphasis on comprehension. Nothing is better for the spirit than to savor good books, books which cannot be read in haste. "The images of man's wits and knowledges", wrote Sir Francis Bacon, "remain in books, exempted from the wrongs of time, and capable of perpetual renovation." Such books, however, demand not only to be read but to be read with deliberation and reflection: their gift to us is a renewal of wisdom.

With respect to our public libraries, I hope that this Commission will direct its attention to making the public library a more integral part of the community. The deplorable figures I cited earlier point up the need to broadcast the virtues of reading and of using the public library. The socially disadvantaged must be made aware of the resources available in the public library to help them escape their ghetto. The lonely and the aged need special attention. Much of this can be accomplished without greatly increasing the resources of our public libraries. Imagination and empathy are the qualities needed in a public library staff, together with a lively awareness of the community in which the library exists. The very medium which is cutting in on the reading habits of our people - television - should be exploited in behalf of the public library by acquainting people with the services available to them and dramatically presenting the satisfactions of good reading. Innovative library programs must receive priority. Few citizens will tolerate mediocre health, protective, sanitation, and other like public services. Yet a service which feeds the mind receives too little attention from our citizenry.

For those who ask"Why Have a Public Library?", a quote by author Gerald W. Johnson is among the best answers to that question.

"The Public library is a way of escape from the narrow area of our individual lives into the field, finite, no doubt, but unbounded, of the wisdom and experience of all mankind. It is not the only way of escape, but for the majority of us it is by far the widest and the easiest to pass through, thus the one that we should be most careful to keep open and free from impediments."

"For we are prisoners without exception, if not of stone walls and iron bars, yet of our limitations...We are restricted to our length of days and to our own energy, but not to our own knowledge and skill; the accumulated wisdom of the race is available to anyone who can read a book. The key to this broader world is the possession of books, but if the door stands wide open there is no need of a key. It is the business of the public librarian to keep the door open and to see that no stumbling block lies in the way of those who would enter....

"There is the most urgent need for our people to broaden their intellectual horizon with all possible speed, for the moment of crisis is already upon us. It is not enough to train the rising generation to meet their new responsibilities, for irreversible decisions must be made before they come to maturity. It is the quality of American men and women who are already of voting age that will tell the tale....

"For the overwhelming majority, the quickest and easiest access to the world's best thought is through the public library. To maintain this source of information open to all and unpolluted by any self-seeking interest is a task important beyond all computation, not to ourselves alone but to the world."

Since the advent of World War II and, later, Sputnik, no area has received greater attention from State and National leaders than that of higher education. Yet, again we must question ourselves as to the success these efforts have achieved. Are we really educating the whole man or are we producing narrow technocrats whose talents will be quickly outdated? The college and university library should exist not only to provide the basics necessary to fulfill the objectives of the curriculum, but also to be a center for the university by making available those resources needed by students to complement their individual course of study and to begin a life-time of self-education.

We need to know more about the actual usage of research libraries. We all know that university librarians have been hard hit with respect to funding. Increasing educational costs, increased publishing, lower Federal expenditures, and higher costs of service and materials have all contributed to this. The trend must be toward the sharing of resources at a National level. I recognize that certain materials must be in every library of higher education, but others could be shared. If this Commission were to direct its attention to some National plan, I believe much could be achieved for higher education. We have all been too hasty in believing that automation would prove to be the only salvation for research libraries, yet we cannot afford to overlook the advantages offered by the newer technologies.

Perhaps the Center for Research Libraries in Chicago should play a greater role in the sharing of resources. Certainly this would be advantageous for those institutions in the midwest. I am struck by the fact that parochialism has dictated that each major research library be an entity unto itself. Perhaps increased Federal funding could be justified on the basis that the collections of research libraries constitute a National resource. Each of you is more knowledgeable than I as to how a truly National network might be effected, but I commend it to your serious attention. We cannot, however, continue to fund individual collections which are growing at an alarming rate.

In my own State of Iowa, the State University has increased its resources from 526,127 volumes in 1964 to 831,034 volumes in 1971. The University of Iowa has grown from 1,226,254 volumes in 1964 to 1,584,865 in 1971.

In any discussion of our National resources, the Library of Congress must necessarily be directly involved. From its humble beginnings as a "small parliamentary library" in the United States Capitol this library has come to exceed in breadth and scope that of any other library in the world, having become today the greatest collection of books ever assembled. As a member of the Congressional Joint Committee on the Library of Congress, I was especially interested in the Advisory Commissions recommendations with respect to the Library. The Commission could, I believe, provide some of the broad support needed to assist the Library in carrying out its manifold functions as the National library -- a National Center for such varied activities as acquisitions; bibliographical services; serials; photocopying; technical reports; cataloging; automation; interlibrary loans; referral services; copyright; library resources, research, and information; cultural activities; and special services to the blind and physically handicapped. The technical problems of our libraries across the country are magnified in the Library of Congress, and a part of the solution may be found there.

In 1944 when Archibald MacLeish, then Librarian of Congress, was appointed by President Roosevelt to the State Department, the President is said to have observed that Mr. MacLeish was only moving from one mausoleum to another, to which Mr. MacLeish is reported to have replied, "A rolling stone gathers no Mausoleum." In a day in which museums and perhaps even mausoleums are finding new opportunities for exploring new ways of service, the image is even less true of libraries. No one familiar with the complex and (dare we say it) socially relevant functions of the Library of Congress could harbor any of the older ivory tower or mausoleum images which, in lingering form, continue to vex the modern librarian. The pressures of both social change and technological development are making themselves felt in libraries everywhere, presenting new opportunities and responsibilities alike.

A major step in a National cooperative program was the implementation in 1966 of the National Program for Acquisitions and Cataloging authorized by Title II-C of the Higher Education Act of 1965. It is impossible to determine the dollars that have been saved by cataloging centrally the foreign acquisitions of research libraries. Major research libraries in this country have heralded this program as among the most innovative of the century. Broader financial support will be required if the Library of Congress is to reach the goal of cataloging all foreign materials acquired by our research institutions -- a goal and program I hope this Commission will support.

Certainly no National network of information could be implemented without the cooperation of the Library of Congress. To be sure, the Library has found that automation does not solve all of its problems. It has, however, developed machine-readable cataloging (MARC) and distributed tapes containing current cataloging data on a weekly basis to libraries. The MARC format has been accepted as a librarary-standard for machine-readable cataloging data in this country and abroad -- a first step toward achieving a network of bibliographic information. As technology develops, I have no doubt that the Library of Congress and this Commission can work together toward a National plan. That such a plan will cost money need hardly be said; the obtaining of that money will require persuasion in your behalf.

As a historian, I naturally take keen interest in preserving for posterity the invaluable research collections throughout our country. The problems of preservation are overwhelming and acute: we cannot continue to bury our heads in the sand and hope that they will go away. The preservation program being carried on at our National library is only a beginning. The best minds in library science are going to be needed to attain a National plan. Priorities must be defined, and research conducted in depth. I believe that this Commission is the ideal forum for recommending and coordinating, in cooperation with all concerned libraries, such a program of preservation. Your task will not be easy, but it is in the National interest to seek those solutions.

A final area of our concern is that of library services to the blind and physically handicapped. Congress takes great pride in having created this program, which is administered by the Library of Congress. State service of the materials supplied by the Library needs to be improved: recommendations for State and Federal sharing of this responsibility are needed. No citizen with a physical handicap should be denied the right to read because of insufficient funds.

In conclusion, I would like to commend each of you for your public spirit and civic-minded willingness to work toward improving library service for all. Your goal is to put information into the hands of each and every citizen, recognizing how vital this is to our National life. In the 14th century a great statesman and scholar who loved books passionately, Richard de Bury, wrote truly that "arts and sciences, the benefits of which no mind can calculate, depend upon books", words surely no less true in this troubled, challenging century. He went on to speak of books as "burning lamps to be ever held in the hand." So it is that books have always been a source of light in the darkest times, repositories of human experience and wisdom through the ages. Respect for the life of the mind was a distinguishing charactertistic of our Founding Fathers of our Nation, indisputably men of thought as well as action. To perpetuate and renew that respect in this land today is to render a service of inestimable worth. "The great conquerors from Alexander to Caesar, and from Caesar to Napoleon," wrote the philosopher Whitehead, "influenced profoundly the lives of subsequent generations. But the total effect of this influence shrinks to insignificance, if compared to the entire transformation of human habits and human mentality produced by the long line of men of thought from Thales to the present day, men individually powerless, but ultimately the rulers of the world...the moral of the tale is the power of reason, its decisive influence in the life of humanity."

In this spirit, Thomas Jefferson could write to John Adams in 1815, "I cannot live without books." If every American were to come to share that feeling, we would indeed then be a government of reasoned people, faithful to the Emersonian ideal of the common citizen as man the thinker, instructed by the riches of the past, open to all the promise of the future.

Joseph C. Shipman, Director
Linda Hall Library
Kansas City, Missouri
August 10, 1972

Libraries such as the John Crerar Library, the Newberry Library, the Linda Hall Library, the Folger Shakespeare Library, the Henry E. Huntington Library, the Library Company of Pennsylvania, Massachusetts Historical Society, the Pierpont Morgan Library, the New York Academy of Medicine Library, the New York Public Reference Library, the American Antiquarian Society, and the Virginia Historical Society, are independent research libraries, for the most part privately endowed, and, for the most part, freely open to the public. They are all repositories for large collections of research material of national significance, and vital to study, scholarship and advanced research in many subject areas. These institutions are not integral parts of any college or university, are not degree-granting institutions, and therefore, were excluded from the Higher Education Act of 1971 with its assurance of tax-exempt status. Moreover, these independent research libraries are hampered in their individual fund-raising efforts because grants from many foundations are limited to formal institutions of higher education. Federal funds are not generally available to these independent research libraries although a recent provision under Title II of the Higher Education Act opened the door to such libraries wherever a formal contractual arrangement with academic institutions could be demonstrated.

The John Crerar Library in Chicago, established in 1894, and the Linda Hall Library in Kansas City, founded in 1945, are privately endowed scientific and technical reference libraries open to the public, with collections of more than one million and one-half million pieces, respectively. They are among the nation's largest privately endowed repositories of scientific and technical serials and research material and have a particular advantage, compared to the huge, general research libraries, in that their collections are highly concentrated in their subject coverage, and readily accessible by means of interlibrary loan, photocopying and microfilm, to research institutions and to other libraries throughout the country. In 1971, for example, the Linda Hall Library served 1385 institutions in all 50 states, the District of Columbia and Puerto Rico.

Both John Crerar and Linda Hall, as well as the other independent research libraries already mentioned, are dependent entirely upon their own resources for the support of their operations. John Crerar, after more than half a century of self-sufficiency, can now provide only one-fourth of its annual expenditures from its own endowment. Linda Hall is fast approaching in its annual expenditures, the limits established by its income from endowment. Meanwhile the scientific and technical literature available maintains its typical exponential rate of growth, and the cost of this material in many instances grows almost twice as fast as the material itself. (For example, "Chemical Abstracts", one of the world's great bibliographical and retrieval tools, indexed in 1954 about 14,000 articles in the world's literature of chemistry. Chemical Abstracts at that time was available to libraries at about $50.00 annually. in 1971 C. A. covered about 300,000 articles, an increase by a factor of 21.4, and the cost to libraries of C. A. was about $2400, and increase of 48 x.)

The problems posed by ever-accelerating growth affect all research libraries, and these problems are compounded by the necessary retrenchment currently being called for among libraries of all kinds. The realities of the situation suggest that the research library needs of the nation must eventually be met by appropriate combinations and consortia of research libraries, pooling their resources and services in such a way as to meet the challenges of continuing growth--collectively rather than separately--but building upon existing strengths. In order to accomplish such a goal the stance of the independent research libraries of national stature must not be further weakened, but must in some way be strengthened. It may be that legislation, or legislative amendments will be necessary to establish the positions of such libraries as institutions of higher education or as resource libraries of national significance, recognized in some tangible way, so that the logic of their participation in a national reordering and reshaping of research library collections and services will be immediately apparent, and the means to participate readily available.

Joseph C. Shipman

Joseph C. Shipman, Director
Linda Hall Library
Kansas City, Missouri
August 10, 1972

TO: NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

TESTIMONY (IN ABSENTIA) OF Dorothy Sinclair
Associate Professor
School of Library Science
Case Western Reserve University
Cleveland, Ohio

Identification: Former positions

Enoch Pratt Free Library, Baltimore, Md.
- Junior Librarian, Reference Dept.
- Head, History Dept.
- Coordinator adult Materials Selection (Central Library & Branches)
- Coordinator Adult Services (Central Library & Branches)

Principal Librarian, Consultant Services, California State Library

Consultant for library systems in California, Texas, Maryland, Ohio

A.B. Goucher College
B.S. in L.S., Columbia
M.A., Johns Hopkins
Ph.D. in Lib. Sci. Case Western Reserve University
  Dissertation Topic: Growth Patterns in Multi Library Systems for Public Service.

* * * * * * * *

The concerns I wish to call to the attention of the National Commission on Libraries have to do with problems of cooperation among types of libraries, and are expressed primarily from the point of view of the public library's share in such cooperation.

Government at all levels accepts the fact that the generation and dissemination of information is in the public interest. It is for this reason that libraries, whose chief concern is dissemination of information, receive public support. Until recently, that support has proceeded from separate sources, in recognition of the separate functions of different types of libraries:

> The research library's chief function is to disseminate information in order to facilitate the generation of new information;
>
> Academic libraries perform the same function insofar as they are in fact research libraries. In addition they assist in the dissemination of information, both old and newly-generated, for educational purposes, as do school libraries;
>
> Public libraries, especially large ones, also serve as aids to research. Almost all public libraries are used extensively as adjuncts to formal and informal education. An additional public library function is the dissemination of information, both old and newly-generated, directly to the ultimate consumer for immediate utilization in practical activity.

Thus, in a sense, investment in each type of library pays full dividends only if the others are supported. Each has its function, complementary to the others. Without research libraries to facilitate the generation of new information, education would become stultified and progress in practical concerns halted. Without the means of passing on newly-generated information, one of the chief of which is the library, newly-generated information would cease to reach citizens and future citizens, both as part of a broad information base and as a guide to practical activity.

This interdependence supplies a rationale for cooperative activity among types of libraries. The differentiation of roles, however, creates problems which have not yet been sufficiently recognized and formally studied.

To date, a gooddeal of support has been given to concerns of a technological nature--e.g., the retrieval and transmission of information--to development of resources at the local and regional level, and to problems connected with the efficient sharing of such resources.

It is my conviction that problems of a behavioral nature are equally in need of attention. This conviction is based on experience at several levels in public library system development and operation--including the formation of systems, the study of systems as a professional consultant, and the investigation of growth patterns of multi-library systems for public service as a dissertation topic.

The expertise provided by the study of organizational behavior, a recognized discipline in schools of management, may provide part of the necessary aid in a serious attempt to overcome behavioral and attitudinal barriers to cooperation. It is behavioral rather than operational in its emphasis; its chief concern is with motivation, creation of attitudes which lead to efficiency and teamwork, and identification difficulties which lead to behavioral breakdowns and low morale. If successful, it creates favorable climates for participative problem solving.

Specifically, it might assist the library world to recognize and come to grips with variations which could pose formidable obstacles to cooperative effort:

1. Variations among values and service orientations
    a. Values: from a hierarchy placing highest value on service to the highly-educated, commercial, and urban components of society, to one maintaining a neutral position vis a vis all information needs, to one giving first priority to the needs of undereducated, low income groups;

b. Users: from a small, homogeneous, mission-oriented clientele to one broadly diversified as to age, education, and information need;

c. Outputs: from the individualized provision of information or citations in SDS system, through the teaching approach which provides assistance in locating materials, to the provision of not only an accurate answer to a specific inquiry, but also one which the inquirer (however inadequate his formal education) can understand.

2. Variations in institutional roles and governance

a. Policy Making: from lay boards (and increasingly citizens' advisory groups) in the public library sector, through a variety of faculty committees, administrators, principals, jurisdiction-wide supervisors in the educational world, to a variety of governing bodies and policies in the special and research sector. In addition to these variations, there are many libraries governed by religious bodies.

b. Legal Constraints Legal and semi-legal requirements vary widely, especially when interstate cooperation is in question.

c. Variations in operational autonomy of libraries

d. Barriers to cooperative structures related to authority, e.g.:

(1) Boards of large city libraries to which black citizens have, only recently, been appointed, may see in larger organizational units an effort to dilute black participation in library government.

(2) Combinations of libraries of different sizes and incomes have difficulty in devising equitable governing structures (assuming formal cooperation of autonomous libraries, but with the need

to administer the cooperative effort). On the one hand, "one library one vote" reassures the smaller partners of representation; on the other, larger libraries which can be expected to have and provide greater resources of materials and staff may feel inadequately protected from the votes of a large number of small library representatives, and may press for a type of proportional representation. A third possibility is that the cooperative itself will become the master rather than the servant of the member libraries.

3. Stresses brought about by societal and policy changes which affect standards and procedures formerly accepted.

   a. Personnel: Employment of staff on the basis of life experience and identification with potential minority users rather than solely on the basis of formal (including professional) education.

   b. Standards: Relaxation of rules, fines, etc.

      Inclusion of types of materials formerly not added.

      Introduction of non-book-related activities, e.g., sewing classes, "social work" activities.

      Provision of information to activist groups.

   c. Administration: Separation of "traditional" and "innovative" activities and services during a period of outside funding, after which it is expected that the two formerly separated staffs will be able to combine under the same middle-management and work harmoniously.

These and similar differences in activity, values, and function become problems when formal cooperation among types of libraries -- beyond ordinary interlibrary loan -- is envisioned. Failure to understand and appreciate the consequences of such differences, can result in failure to communicate and ultimately failure to cooperate effectively. For example, if a "subject request" (a common-place in public library systems and inter-library cooperation, but less familiar in academic library cooperation) should be sent from a public library source to an academic library, the latter might routinely (1) provide a bibliography rather than a document with an answer; (2) fail to take into account the user's level of expertise in the field, and his reading level (facts which, in public library circles, are normally transmitted with a request; (3) even, conceivably, consider the request one of no importance because the user's need appeared trivial within the context of the academic value system.

On the other hand, the public library staff might fail to appreciate completely legitimate reasons why academic libraries (or special libraries) might lend materials for use within the borrowing library only, or refuse to lend materials which, however, they will allow to be used in the library.

The problem is not necessarily one of right and wrong--as proponents of special viewpoints often assume, but rather one of differences which must be understood before effective cooperation can be planned.

It is not suggested that the utilization of organizational behavior techniques will remove these difficulties altogether. Certainly it will not erase differences which exist. But failure to take into account these problems of an attitudinal nature may result in the creation of networks technologically excellent but underused, and in "cooperatives" in which cooperation has given way to strained relationships. On the other hand, utilization of the techniques may improve communication, understanding, and participation in a common effort.

Specifically, I should like to recommend the following investigations and tests of the possible usefulness of these techniques:

1. A survey of attitudes, to determine to what extent problems of the type mentioned do actually exist among librarians, library nonprofessional staffs, and non-librarian governing bodies of libraries;
2. A working workshop, attended by management, middle management and heads of special programs for services to the poor, if possible comprising teams of people from the same libraries. The techniques and goals of organizational behavior would be explained, demonstrated, and to some degree tried out, in an effort to assist these libraries to move forward without special funding, merging the innovative programs into the existing library service without losing the benefits of either;
3. A demonstration of the utilization of a management expert in organizational behavior by a library cooperative not experiencing difficulties, not to conduct a survey but to work directly with members to help identify and resolve problems of a behavioral type.
4. A course or institute (perhaps 3 weeks in a summer session) given under the aegis of a library school in a university with a department of organizational behavior, attended by trustees, other lay administrators if possible, librarians and key staff members of cooperating libraries, and by state library personnel. A problem clinic in interlibrary cooperation, it would address itself to actual problems through a combination of group process and the assistance of experts. It would require outside funding, since most public jurisdictions are legally prohibited from paying tuition.

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
PUBLIC LIBRARY SECTION
117 UNIVERSITY AVENUE
SAINT PAUL, MINN. 55101

August 24, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K. Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for inviting me to provide the Commission with some of my thoughts concerning libraries and information services for the public. I trust that you will find this useful. So much of my professional concern for the service aspect of librarianship is expressed in an article I published some years ago, that I am enclosing a copy as a document basic to whatever I write here. Although "Seamless Web" and "The Flin-Flon Principle" have attained the status of cliche's, my own feeling is that the positions taken are still valid.

For me, the major tasks we have ahead are two: (1) To strengthen our libraries to the point that every library (public, academic, school, or special) can carry out its individual responsibility to its users; and (2) Eliminate insofar as possible all barriers (distance, access, architectural, attitudes, illiteracy, etc.) to the use of libraries and the materials (information, inspiration, recreation) which they contain.

The first of these means, in most parts of the country, and certainly in Minnesota, that we need to build stronger collections of materials, with additional talented and skilled personnel to assist in their use. The second means that these collections, each designed specifically for service to their specific clienteles, must be strategically located (whether in public library regions, or within academic institutions); be inter-connected by effective communications and transportation methods, and be willing and ready to participate in generous inter-library loan and other networking.

All this has implications for library financing, and so I am enclosing something I did for an LSA Institute, when the federal program still had rural orientation. The text is still valid, I feel, and needs only the elimination of its rural orientation to be generally applicable. I hope this material is of interest.

Sincerely yours,

Hannis S. Smith
Director

HSS:ds

Jewell Smith
Assistant Librarian
Springfield-Greene County Library
Springfield, Missouri

Testimony
to the
National Commission on Libraries
and
Information Service

Missouri was one of the first states in the early 1950's to produce a Plan to recommend ways and means to bring adequate library facilities to all of Missouri.

When the Library Services Act was passed by Congress in 1956 and extended in 1961, Missouri made a renewed effort to get a good look at Missouri libraries and their ability to serve the public. From this joint effort of Gretchen Schenk and her consultants, Missouri Libraries, Boards of Trustees and interested citizens came Public Library Service in Missouri: A Survey. A Plan was structured from the Survey which has become the basis of most progress in Missouri in the last decade.

In the introduction to the final revision of the Plan the concept of library Systems was stated:

> The concept of library systems includes all libraries: public, school, college, university and special. Over-all goals of library service can be realized only when all types of libraries have attained minimum standards of service. Since a plan of service must be based on a knowledge of existing facilities and services, additional investigations in depth of school, college, university and related libraries are urgently needed at this time to complement the present study of public libraries and their inter related functions.
>
> Good reasons underlie this increasing close relationship. More and more Americans today think of their libraries as part of a vast network of information, beginning with the library they are using at the moment and ending only when the information they are seeking is finally found.

Through the LSCA funds, four public library systems were established in different areas of the state. These systems were initiated with the idea that the participating libraries would support the systems when the Federal funds were removed. This has been only partically successful, but in every instance it has given the librarians involved a larger concept of library service. Most of the Systems have evolved other types of cooperation such as rotating collections, in-service training programs, and reciprocal borrowing.

It was realized from the beginning that in order for the libraries in Missouri to make any real progress, the library laws must be changed. The Missouri Library Association and the State Library undertook a survey and produced a statute which was outstanding for its codification of public library laws. The state legislature failed to pass it, however. Probably the failure of its passage could be attributed to the half-hearted support the draft received from many librarians in the state. Five years later in 1972, a very significant part of the bill which provides for consolidation of contracting library districts became law.

In 1966 the Graduate School of Library Science and Information was established at the University of Missouri at Columbia. Since that time the Recruitment Committee of Missouri Library Association has worked very closely with the Librarian-Recruiter at the Missouri State Library in continuing to recruit young people not only for the graduate scholarships, but also for the internships which go to undergraduates to work in public libraries. The salaries for these interns are paid through the State Library.

In other ways the Missouri Librarians have been actively showing their concern for all kinds of patrons in all types of libraries. One example is the Missouri Association of School Librarians who have worked for years to establish a School Library Supervisor in the Missouri State Department of Education. This finally has been accomplished in 1972.

In 1971 an Outreach Committee was established in MLA. This committee has grown rapidly and is working closely with the Missouri State Jail Committee to bring materials to the persons incarcerated in the prisons and jails of the state.

The Missouri Library Association in 1971 asked that an Advisory Committee to the State Library Commission be formed to act as liaison between the library association and the state commission. This committee consists of librarians, trustees, civic leaders and legislators. The goals it has set to improve library service in Missouri are impressive. If these goals are successful, they will involve the full cooperation of the Missouri librarians, the Association and the State Library and the wise use of local, state and federal funds. So far, the greatest successes in Missouri have come from the local level, often subsidized by the state and federal governments.

The Advisory Committee has decided upon the following goals as essential to the future growth of library service in Missouri.

That the fullest understanding of the use, value, and potential of library service -- of the interchange of information through a library -- be had by all of the citizens of the State.

That there be employed in all of the libraries of the State sufficient personnel to carry out programs appropriate to each library's role and that these persons be equipped by education, training, and experience to deal successfully both with the intellectual and informational content of libraries and the intellectual and informational needs of clientele.

That access to and avilaability of library materials of whatever kind appropriate to the interests and information needs of every citizen, of whatever condition, in the State be accomplished, and this with a minimum of needless duplication.

That every citizen of the State, of whatever condition, have convenient access to a kind of library service appropriate to his interests, needs, and state of life.

That libraries of the several kinds in any area of the State develop means for the fullest use by all citizens of the materials, staff, and special competences of each library.

That larger units of library service tending toward greater operating efficiency and more effective service be established throughout the State, either by formal consolidation and merger or by contractual means.

That the State Library be empowered to plan, guide, and direct the development of total library service within the State, with local decision and control in no way being compromised.

That every library program be conducted in an "atmosphere" conducive to and productive of the fullest and most effective use of the information sources available.

That information service as provided by libraries become an increasingly more important part of the processes by which the decisions of government are made.

That libraries entertain and experiement with innovative methods of operation or service in recognition of unprecedented needs of citizens and as a means for pioneering totally new methods for serving people.

Objectives and goals related to finance or to law necessarily include the assent and support of legislative bodies or of other, i.e., non-library administrators and officials. The degree towhich the goal of maintaining continuing communication with citizens regarding the "library idea" is achieved will in great measure determine to which these other objectives and goals can be achieved.

EDUCATIONAL FACILITIES CENTER
223 N. Michigan Avenue Chicago, Illinois 60601 312/263-1836

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EFC CENTER
Mr. Fred Forster
Director

July 25, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N.W.
Suite 601
Washington, D.C. 20036

Dear Dr. Burkhardt:

The Educational Facilities Center appreciates the opportunity to submit written testimony for the NCLIS hearing in Chicago, September 27, 1972. Please find testimony enclosed.

Speaking off-the-record for a moment, I felt you would be interested to know that EFC is presently investigating the feasibility of developing a microfiche training center for librarians and research personnel. We will have a computer-based search system at the Center in the near future for use in an Information DataBank Service we will be offering to educators. In view of our past association with ERIC/CLIS, and in view of the close proximity of the American Library Association headquarters, we feel that a joint effort between EFC, ERIC/CLIS, ALA and NCLIS might prove highly beneficial to all concerned. This would, of course, require the gradual acquisition of the entire ERIC fiche collection, the appropriate search system, retrieval unit, readers and reader/printers. We also have to explore the possibility with ALA.

If ERIC/CLIS would provide our staff with adequate training we, in turn, could train visiting educators in the proper use and advantages of the fiche system. ALA would then be able to send their visiting members to the fiche training center, conveniently located. NCLIS, of course, would be asked to advise EFC so that our developmental guidelines would be in accordance with NCLIS policies and objectives.

Because the matter is presently under review, no final decisions will be made until the proper investigation has been completed. Additionally, the development of such a center would proceed in accordance with EFC's future expansion and growth plans; i.e., on the basis of a phased schedule. By mid-1974, however, we will be in our permanent headquarters, a 34-floor building, and can foresee no difficulties vis-à-vis physical facilities.

Frank Lassiter, EFC Director of Information Services, and Robert Armamentos, Coordinator of EFC's Reference Library, are presently researching the project. They will contact you at a future date to share their conclusions with you. Should you wish to inform them of your immediate reactions, however, or actively pursue the potential at this point in time, I'm sure they would greatly appreciate your feedback.

Meanwhile, our best wishes for a fruitful and meaningful hearing.

Sincerely,

Peggy Snyder

(Miss) Peggy Snyder
Coordinator of Communications

cc: Frank Lassiter
Robert Armamentos

TESTIMONY

To Be Submitted

To the NCLIS Regional Hearing

September 27, 1972
Chicago, Illinois

From June 27-29, 1972, the Educational Facilities Center of Chicago, Illinois, hosted a special exhibit of ERIC/CLIS and twenty-five organizations offering microfiche products and services. The exhibit coincided with the 91st Annual Convention of the American Library Association in Chicago; thus, the attendants were all members of ALA.

As a result of statements made by librarians visiting the exhibit, the Educational Facilities Center, 223 N. Michigan Ave., Chicago, Ill., hereby respectfully submits the following testimony:

WHEREAS, a total system for indexing, searching and retrieving abstracts, full-length reports and otherwise unpublished documents has been developed by the Educational Research Information Center (ERIC); and

WHEREAS, the entire microfiche system developed in imperative to the attainment of excellence in maintaining a complete library and information science center; and

WHEREAS, the storage space required for maintaining a fiche library, retrieval system and search system is phenomenally insignificant compared to the present storage space required for hardbound and paperbound documents, reports and abstracts; and

WHEREAS, the present knowledge, understanding and use of the entire microfiche system is primarily restricted to the college and research library level while the benefits of the fiche system to public and elementary/secondary level libraries would be unquestionable; and

WHEREAS, the present content of subject matter available on fiche is primarily restricted to the college and research level;

THEREFORE, the Educational Facilities Center strongly urges that the National Commission on Libraries and Information Science consider the following recommendations:

From June 27-29, 1972, the Educational Facilities Center of Chicago, Illinois, hosted a special exhibit of ERIC/CLIS and twenty-five organizations offering microfiche products and services. The exhibit coincided with the 91st Annual Convention of the American Library Association in Chicago; thus, the attendants were all members of ALA.

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WHEREAS, the present knowledge, understanding and use of the entire microfiche system is primarily restricted to the college and research library level while the benefits of the fiche system to public and elementary/secondary level libraries would be unquestionable; and

WHEREAS, the present content of subject matter available on fiche is primarily restricted to the college and research level;

THEREFORE, the Educational Facilities Center strongly urges that the National Commission on Libraries and Information Science consider the following recommendations:

1. Further increase the range of subject matter available on fiche to include material of interest to public, elementary and secondary level library users;
2. Establish fiche systems and training centers at pre-existing state libraries where librarians and information science personnel could receive orientation to and training in the system, in keeping with NCLIS' policy of avoiding the proliferation of executive branch agencies; and/or
3. Consider the establishment of a fiche training center and clearinghouse at a centrally located site in the Midwest where understanding and knowledge of the system is relatively minimal.

Respectfully submitted,

July 27-72
Date

Geo. D. Fischer
George D. Fischer, Chairman of
the Board, EFC

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
STATE LIBRARY SERVICES
735 E. Michigan Ave., Lansing, Michigan 48913

JOHN W. PORTER
Superintendent of
Public Instruction

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65 West 12th Street
Holland, Michigan 49423
August 14, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt;

I am pleased to present to you the State Library of Michigan established by law in 1828 and operating today from the headquarters building at 731 East Michigan Ave., Lansing. The state agency has had a constant and substantial growth in reference, research and information. The main library is in a remodeled building which is functional but not adequate for the collection of 1,309,320 volumes and the staff of 141 people. Facilities in addition to the main building include a Legislative Reference Service, the Law Library, a Government Center Branch, the Upper Peninsular Branch, and the Access Office at the University of Michigan.

Specialists or consultants are available to all public and school libraries in building and construction, state certification, penal fines, and library contracts. Service is given to state institutions including hospitals, prisons, welfare and to the Trustee and Friends Divisions of the Michigan Library Association.

The board, appointed by the governor, and an advisory board since 1965 following a constitutional revision is responsible to the State Board of Education. There are five members, four white and one black, representing four population areas in the state. Two members are former trustees of public libraries and their knowledge is valuable. One member is a publisher of a foreign language newspaper and the fourth member is the principal of an elementary school in our largest city. The last appointee and recently resigned had no experience in a library leadership role and was not an effective member.

The board meetings, a full day session, are held every two months when all state and federal programs are reviewed. The State Librarian and the Deputy Librarian attend all the meetings and the Executive Secretary of the Michigan Library Association is a guest at each meeting. The advice of the board

MICHIGAN
THE GREAT LAKE STATE

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is respected by the Board of Education and the State Superintendent of Public Instruction and the relationship is cordial. The present legal status of the board without the power to act is a weakness in the library service to the people of Michigan. The current annual report of the Michigan Department of Education consisting of eighty three pages devotes six pages to library services.

The staff and board have after a careful review of a study and analysis of the public libraries in Michigan approved the plan for a regional library system in Michigan. The nine million dollar funding needed for the program in a state with a population of over eight million and a proposed operating budget of four billion dollars for 1973 is not unreasonable. At this writing the appropriation has not been granted. Library service which shall be available to all the residents of the state is a trustee responsibility under the Michigan Law and if the people use our libraries or do not, we are charged to provide access to information, encourage research, initiate new programs, establish new learning centers, acquire, record, process and share all the collections in the state.

Federal grants since 1965, approved and supervised by the state library, have strengthened the standards for service. Two important services under this program are the grants to the library for the Blind and the Physically Handicapped and the Library Services and Construction Act. The first grant has made possible service to 6500 people, 215 institutions and a dramatic increase in two Sub-Regional Centers. The second grant has resulted in the construction of nearly fifty new public libraries. The requirement of local funds has increased the performance of the local trustee and aroused a citizen pride in the new accomplishment. My recent visit to the Grand Rapids Public Library, serving a large population area in Western Michigan gave me a tour of the new central building and an interpretation of the $50,000 special grant to serve four counties with extension of services. The summer program to bring books to the inner city has had an exciting beginning. All programs are well advertised.

Securing adequate funds and space are two of the most serious problems we attempt to solve. The state has a responsibility in the direct costs for library services and facilities which are a part of the educational system. The word adequate I have discovered has one meaning for me and another meaning for the State Appropriations Committee. The state aid has not been increased since 1938. The state library budget remains at $3,078,800. The trustee can as a citizen communicate to the legislator who is a citizen. In commitment and communication we have not been successful. Our dialogue has not been continuing and we have been reluctant

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to advertise. The words; to develop, to provide, to allow, to enlarge are meaningful words in the annual report but they have not resulted in action. Information, speakers, brochures, TV and Radio programs could be developed in a publicity department.

The Access Office at the University of Michigan is the first step in bringing together the major public and university libraries in providing resources and collections that may be available to all the people. The state library is planning to be the booking agent and the principal distributor for all state agency films. This will provide a service to all elementary and secondary schools in making available to them information from state government.

The state library has provided a very limited program in education for trustees. A workshop session held once a year is not adequate training for the trustees of the public libraries in Michigan. Most trustees have the power thrust upon them and if they serve with an alert and informed librarian, attend state and national conferences, continue professional reading they develop into responsible board members. Unfortunately approximately 100 trustees out of a possible 2000 participate in a once a year state workshop and a handful attend the National Conference. A well planned Governor's Conference in 1965 attracted 1000 people, Trustees, Friends and Citizens. A plan for a trustee seminar was submitted to a national foundation and was not granted. We will continue our search for a donor.

In the summary of my study of the State Library of Michigan I have observed;

1-A dedicated staff operating without adequate funds and space.
2-A legally restricted board without power.
3-A strong influence on the public and school library.
4-An effective plan for regional service with all libraries, public and academic.
5-A competent distribution of federal funds.
6-Inadequate state wide publicity.
7-A strong need for trustee education in state wide seminars funded by government or private foundation.

This study is the viewpoint of one state library board member. I believe a valuable project for the state library board in Michigan would be a study and review from each board member in understanding of functions and objectives.

Sincerely,

Margaret Steffens

Mrs. Margaret Steffens, vice-chairman
State Board For Libraries.

TESTIMONY TO
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Lester L. Stoffel, Executive Director, Suburban Library System
Hinsdale, Illinois. 60521

The Suburban Library System is a cooperative established by its member public libraries as a result of state legislation providing funding for its operation. Its formation was and its operation is based on the voluntary actions of its independent locally controlled public libraries. The only requirement of members is free acess to library materials owned by any member library by patrons of any other member library. Basic services include Central Reference, Interlibrary Loan, Audio-Visual Services, Reciprocal Borrowing, delivery of library materials and Consultant Services.

Our 58 independent public libraries, for the most part, during our initial years since 1966 have shown that they will work together for the improvement of their services to the million and a half people within the System boundaries. In my opinion, SLS has proved that cooperation works when equity is built into the programs. We have succeeded in raising the level of library service throughout the western and southern suburbs. Our member library boards are more responsible. Multimedia materials are now available through even the smallest member library as well as a sophisticated reference service and an efficient accessibility to a significantly greater depth of library materials. We are convinced these accomplishments could not be attained without State funding from a broader base then individual municipalities.

Yet, inequities in ability to support local public libraries are evident among SLS member libraries. If all libraries in the system levied the .15% tax rate against real estate, the yield would range from $1.53 per capita to $309.75 per capita. Of our 95 communties 62 would be unable to reach a level of $6.50 per capita at the .15% rate maximum permitted by state law without a further rate referendum. Forty-eight communities contain a population under 10,000.

The need for merging these libraries into viable sized units with realistic tax bases is obvious to the Suburban Library System. The dilemma lies in our desire to maintain community control of public libraries versus existing local attitudes toward the definition of the term "community". We need to instill a larger sense of the term "community" which is not limited to existing political boundaries. Local pride is the frequently used term; parochialism may be a more accurate one. Many people will sacrifice many advantages, including a respectable level of library service, to preserve their narrow sense of community.

Within our boundaries are over 300,000 people residing in 34 communities who support no public library. We feel an obligation to these unserved people, and have a strong on-going program of assistance to them in establishing library service in the most practical way. New independent, small and inadequately financed public libraries are not the answer -- we already have too many like that. We encourage establishment of library districts (similar to school districts) with existing public libraries. Our goal is to aim toward a significant reduction in our number of independent libraries while establishing locally supported library service for every resident of the System area. In fact, we have drawn our System map as a goal for the future with eight large district libraries hopefully replacing the current 61 libraries plus 34 unserved communities. It is also our hope that these eight districts can be library communities controlling their own destinies.

By means of a state program which uses federal LSCA funds, we are proving that the stimulus of even temporary financial support encourages the formation of larger library districts and tends to outweigh the influence of local pride in decision making. The program -- Project PLUS (Providing Larger Units of Service) -- funds a demonstration of service to unserved areas from an existing library and obligates the holding of a referendum to establish a larger library district. Although it is too early to be certain, first results indicate this to be a very successful method of carrying out our objective of locally supported library service for the entire population within the System area, enlarging service areas and still maintaining local control of libraries.

The existence of several black poverty suburbs in our System poses a difficult problem. Not being a part of a larger city makes them totally responsible for their own services, but being small and with no industry there is practically no tax base to support public services. Racial prejudice and the fact that the number of people outweigh the value of property discourages neighboring suburbs from including them in service areas. This is true even though their immediate neighbors enjoy the tax base provided by the industrial developments in which residents of both the wealthy and the poor suburbs work.

Our goals of locally controlled larger service areas and library service for all can be accomplished only through the stimulus of grants from or through the State which are used to promote a state-wide plan. Revenue sharing, which returns money to municipalities, would not answer these needs. Rather it would help to preserve parochialism and separatism in public libraries, and would perpetuate inadequate libraries duplicating functions and materials. The only other solution would be forced mergers, but we believe local decision making should be preserved.

Therefore, I urge the National Commission on Libraries to recommend the continuation of and an increase in the level of LSCA type grants which can be of significant help in solving library problems on a planned area-wide basis.

Lester L Stoffel

Lester L. Stoffel, Executive Director
Suburban Library System

September 27, 1972

North Iowa Library Extension
225 SECOND STREET S. E. • MASON CITY, IOWA 50401 • PHONE: (515) 423-1101

A regional public library system of
the Iowa State Traveling Library
serving sixty public libraries in
thirteen northern Iowa counties

August 9, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
Suite 601
1717 K. St., N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt,

As per your request, I am submitting the enclosed material to the National Commission on Libraries and Information Science for your regional hearing on September 27, 1972.

Exhibit A: "Nile, Inc--A First" attempts to give some background on the development of NILE, its new existence as a non-profit corporation, and the services it offers.

Exhibit B provides a look at the goals and specific objectives of our two newest programs: Service to the Disadvantaged and to the Handicapped. These services were begun in the late Fall of 1971. We hope to be able to continue them into 1973 with the aid of LSCA funds.

Exhibit C are some examples of letters written about NILE. Perhaps they will give you some idea of the rapport which we think we have with our area.

If you have questions concerning any of this material, please feel free to contact me.

Sincerely,

Ann Swanson

Ann Swanson

AS:ELF
Encls.

EXHIBIT A

North Iowa Library Extension
225 SECOND STREET S. E. • MASON CITY, IOWA 50401 • PHONE: (515) 423-1101

A regional public library system of the Iowa State Traveling Library serving sixty public libraries in thirteen northern Iowa counties

NILE, INC.--A FIRST

What happens to your library system if the elected heads of Iowa government are non-library people?

--if salaries and qualifications of its personnel must be regulated by the Merit System?

--if one of the system's vehicles is demolished or a person injured therein sues?

--if the headquarter's library asserts more authority than desired by member libraries?

These were among the many questions asked of the North Iowa Library Extension (NILE) members during the past three years.

In 1958, NILE started as a child of the Mason City Public Library. Member libraries contracted with the Mason City Public Library for service from NILE. In 1969, the State Auditor's Office recommended that "the contract with the Mason City Public Library be amended to provide authority for administrative officials of the Library Extension to account for their funds under the direction of the State Traveling Library."[1]

To comply with this, Iowa State Traveling Library drafted a new contract with the Mason City Public Library Board enabling NILE to handle its own bookkeeping. It soon became apparent that such action put NILE in a peculiar position. It was no longer tied firmly to the Mason City Public Library and it did not want to be strictly an arm of the State Library subject to politics. The member libraries wanted the authority to jointly establish policies and programs and carry them out; yet NILE had no legal right to stand alone under the Iowa Code without incorporating.

In May of 1971, these member libraries took a straw vote in favor of incorporating. As a result, the NILE Advisory Group, made up of one representative from each county, voted on June 10, 1971, to take action to make NILE a nonprofit corporation.

The Iowa State Traveling Library Board voted to approve the incorporating of NILE and to establish it as their agent in North Central Iowa; thus making NILE eligible for Federal funds on the same basis as the other cooperatives. The Department of Health,

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[1] Official Auditor's Report, January 1, 1968, through June 30, 1969

Education and Welfare gave its o.k. to the new organization and spelled out rights of ownership of federal and state properties.

With these authorizations, the lawyers for NILE were able to proceed with incorporation. On July 1, 1972, NILE, Inc., was established and granted its corporate license by the Secretary of State. To our knowledge, this is the first public library system offering total library services to be incorporated in the United States as a nonprofit institution.

What does this mean to libraries which belong to NILE?

It means NO CHANGE IN THEIR RELATIONSHIP WITH NILE. There need be no changes in the governmental status of existing libraries. Each local library board retains its identity and control over its affairs. The local library board buys services from the Corporation.

Who runs the Corporation?

The affairs of NILE, Inc., are managed by a Board of Directors elected from each county-director district as prescribed by the By-Laws of the Corporation. The first Board consists of:

Mr. Ernest Gerardi, Klemme--Chairman
Mrs. Lois Zimmerman, Whittemore--Vice-Chairman
Miss Sarah Senior, Clear Lake--Secretary
Mrs. R.M. Christianson, Joice
Miss Frieda Blum, Hampton
Mrs. Donal Halvorsen, St. Ansgar
Mr. Keith Loveland, Ackley
Mr. Fred Smith, Forest City
Mrs. Carl Magdsick, Charles City
Mrs. Robert Gram, Belmond

This Board adopts said By-Laws and policies of the Corporation and hires and prescribes the duties of the corporate officers. The first corporate officers are:

Mrs. Ann Swanson, President
Mrs. Martha Meyer, Vice-President
Mrs. Eunice Findling, Secretary
Mrs. Anne Hegel, Treasurer

What services are currently available?

Reference: Librarians may request specific titles or broad subject materials through NILE either via the mails or the telephone. Many of these materials will be readily available through NILE's 130,000 volume collection or Mason City Public Library's 125,000 volume collection. If not, these materials may be obtained through the Teletype Reference Network which daily circulates requests to other major public libraries and college libraries in the state.

Telephone: If a library has its own telephone, NILE provides the library with a telephone credit card and pays the bills for all long distance phone calls to NILE or other member libraries.

Book Cataloging and Processing: NILE can order books from any publisher or book jobber for 38% to 40% discount on most items. (Most individual libraries receive from 20%-33% from these sources.) NILE catalogs and processes these books at no extra cost to the member library. The member library pays the bill for the cost of the books only. NILE provides book order forms for librarians to use in submitting their orders. Non member libraries buy this service at cost.

Rotation: Some of each year's budget is allocated to the purchase of books for a rotating collection. Once each year, each library desiring this service is asked to choose the number and broad categories which will be in their deliveries. (About 85% of the books will never be older than five years, and few books will be received a second time unless they are requested). The collections will be exchanged via truck every four months. NILE does not ask libraries to interrupt their circulation and call in books which are checked out. We ask only that libraries return all NILE books remaining on their shelves from the previous exchange.

Give Away Program (G.A.P.): Each year the rotation books copywritten three to six years before are reprocessed, and member libraries are given the opportunity to select those titles which they would like to keep in their libraries. These books are theirs to use as long as they remain in the program. Title to the books remains with NILE.

Workshops: Once or twice a year, workshops are held for librarians and board members on such subjects as bookbuying, reference, library budgets, children's and young adult services, etc. Member librarians and representative board members are expected to attend.

Bookmobile Service: A book van housing from 1,500-2,000 titles is available for stops at retirement centers, nursing homes, community centers, rural locations, etc.

Reciprocal Borrowing: A NILE borrower's card is available to patrons of member libraries. When these cards are presented to other member libraries, they entitle the bearer to free service in those libraries. (Ex: A Joice boy attending college at NIACC in Mason City, could use the Mason City Public Library free of charge upon presenting the NILE card). Courtesy card holders borrow according to regulations of the host library.

8mm Films: A collection of 300 silent films is available upon request to member libraries.

16mm Films: NILE owns 31 16mm films and a projector which are available to member libraries. Through its two memberships in FILMS, INC., an additional 38 films every two months are available to member libraries. Access is provided to the Iowa State Traveling Library's film collection.

Cassettes: Approximately 250 cassettes are available for immediate loan to member libraries plus access to 1,000 more from the Iowa State Traveling Library.

Art Prints: 654 art prints are rotated three times annually to those member libraries wishing this service. These are fine art reproductions, framed and ready to hang in patrons homes.

What does it cost to buy services from NILE?

To become a full member with use of all available services and voting privileges in the Corporation costs 50¢ per capita from all town and rural residents (minimum fee $285); or 65¢ per capita from a town whose surrounding rural area is not covered by a county library tax (minimum fee $371).

Other non member libraries not wishing full membership in the Corporation may soon be able to buy a specific service for a base fee plus the cost of that service.

Members of other cooperative library systems may use the cataloging and processing service for 75¢ per book.

What are the prospects for the future?

NILE, Inc., hopes to extend library service to all those persons in North Central Iowa who are currently unserved. It will formulate plans for and implement projects which member libraries would like to have to improve existing library services.

Mary Ann Swanson, Librarian
Evanston Township High School
Evanston, Illinois 60204

CHANGING ROLE OF EDUCATION AND THE CHANGING ROLE OF THE LIBRARY MEDIA SPECIALIST

Even more than in past decades the school library media specialist must be knowledgeable in the area of curriculum and instructional programs in order to meet the needs of students and teachers working at all levels of the educational program. He must be involved in on-going in-service education for all educators so that he is conversant with current research and trends in the field. This presupposes access to educational literature at the local level that must be available both to the media specialist and to the teaching staff. Workshops, mini-courses, and other in-service courses for teachers in the use of a wide variety of media must be associated with their curricular development thus the school library media specialist must play an ever bigger role in helping teachers develop their skills in the use of instructional media.

The changing role of the school library media specialist involves more than greater knowledge, it requires access to greater scope and variety of materials to support the educational program. Title II, ESEA, was a good beginning to the supplementing of local support. It provided materials for all students and should be expanded to provide even greater support for the varieties of materials needed in the development of independent learning programs and in the recognition of the learning styles of all students.

This leads to a need for greater access to materials supplied outside the local school district. An opportunity for reciprocal borrowing between school library media centers and other libraries including those of higher education and public libraries, and for the development of specialized collections by various libraries rather than each developing general collections should be a national goal. The privilege of reciprocal borrowing would make such specialized collections available to all users in a larger library community.

Such services as are required for specialized collections should be developed so that not all instructional media services are provided by each center. Every center may not develop video cassettes on every subject, but production of certain materials may be assigned to one center while another develops slide collections, but all materials will be available to all students in the area.

If we as a national group believe in education for all citizens, we must develop a means to make materials available to all.

WABASH COLLEGE
CRAWFORDSVILLE, INDIANA 47933

LILLY LIBRARY **(317) 362-1400**

August 18, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries
and Information Science
Suite 601
1717 K Street, N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

I have long felt that the library is one of the important elements in any learning process, either in informal or formal education. I have been interested in all aspects of library use but particularly as it applied to academic instruction. I think that it is important, however, to encourage library use at all levels and in all circumstances.

I have never been satisfied with the type of library instruction that has been given to students in colleges and universities. Several years ago I made a study of all of the literature that had been written to that time on the subject. With very few exceptions, it all centered around the library tour and instruction by a library staff member on how to use reference books and the card catalog. The missing ingredients seemed to be the lack of the human or individual approach and the use of problems or experiences which may not have been relevant.

With the assistance of a grant from the Council on Library Resources, we started a program in the fall of 1970 which I believe will prove to be a practical and worthwhile model. Our approach centers around library student assistants working with students, the use of research problems or library experiences which the students themselves have chosen or that interest them, and the help and guidance of the library staff.

The library student assistant works in three distinct categories at present. The first is an assistant to faculty members in freshman seminars and selected upperclass seminars. Each helps the faculty member with class instruction but his principal duty is to assist the students with library research. The second works as a library student assistant for interested living units (dormitories and fraternities), acting as a liaison between the library and the living unit, helping students with library research. The third is a combination of the above two -- some from each group elect to be employed for reference desk duty during the school year. In all cases, these library student assistants learn about the use of library materials and how to do research by active involvement in the library, in an experiential rather than lecture situation, under guidance of reference personnel. Involvement rather than perfection is the objective.

We see an increase in the use of the library and believe it will continue to grow if the problems encountered along the way can be met. The problems have become evident in the form of adequacy of library personnel, commitment of faculty to good teaching, an identification of and understanding of educational objectives, systems analysis, and institutional priorities. The new one-to-one encounter with students learning what makes a library tick may bring embarassing questions to answer. Such accountability has been long overdue in higher education and ought to be welcomed.

The particular contribution of Wabash College to this Commission hearing would be, in my opinion, to call attention to the creative input of students into the teaching-learning situation not only for themselves but for their peers. As they learn more about what the total library can offer rather than what a specific number of books can do for them, they see the library in a different sense and hopefully have a new and different learning experience.

As far as I can see this adds up to two things: (1) we hope and believe that students are learning to use the library by involvement with real and personal problems rather than by memorization and rote learning, and; (2) we feel that there is a closing gap which brings faculty, library staff, and students into a more equal partnership in the teaching-learning process.

Sincerely,

Donald E. Thompson

Donald E. Thompson
Librarian

TO: National Commission on Libraries and Information Sciences
Suite 601, 1717 K Street, N.W.
Washington, D.C. 20036

FROM: Miss Madeline J. Trimby, Assistant Professor
Library Technology Program
Ferris State College
Big Rapids, Michigan 49307

RE: Expression of views prior to the regional hearing of the Commission to be held in September in Chicago, Illinois.

As an instructor and coordinator of a library technology program my most immediate area of concern is obviously for the library technical assistant (or library technician). I would like to see the Commission concern itself with this level of library personnel, as it is a vital and necessary level in the profession and manpower structure.

One of the main problems faced by many library technical assistants has been that of acceptance by the profession, for not only were some of the early graduates not understood and not accepted, but were actually opposed. As increasing numbers of library technicians have demonstrated on the job their full potential and value, and have successfully relieved the professional of many of the routine and technical duties in the library, they have become very welcome staff members. However, there are still a vast number of librarians, library board members, administrators, and others concerned with the field who do not understand the technician, or the work that may be performed by the technician. Thus, I would like to see the Commission work on this problem, and attempt to clarify and promote the position of the library technical assistant.

Secondly, and closely related to the above problem, I would like to see job classifications and pay schedules firmly established for the library technical assistant. The Council on Library Technology (COLT) and the American Library Association have finally both adopted the term of "library technical assistant" for this level of library worker, and members of COLT have attempted to determine both job classifications and pay schedules for the LTA's, but little of this work seems to have filtered down to the libraries who are actually doing the hiring. If the Commission could somehow aid in this area it would be providing a great service, not only to the library technical assistants, but also to others involved in the field who are constantly asked to supply this kind of information.

There is one further problem that I would like to comment on, as it involves all librarians, not only the library technical assistants, and that is the problem of making the library field understood to those outside of the field. Although library work is becoming a little better understood by the general public, there is still much left to be desired, and much work to be done before it is fully understood. If the Commission could somehow aid in this area, I feel that it would make the librarian's job easier and more effective and would also aid in recruiting desirable persons to the field.

In summary the three problems that I have commented on above, and which I felt I would like to bring before the Commission, are:

1. The acceptance and promotion of the position of the library technical assistant.

2. The establishment and acceptance of a job classification and pay schedules for the library technical assistant, and

3. Increasing the awareness of those outside the field of the work performed in the library field.

Thank you very much for providing me with the opportunity to express my views to the Commission.

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Telephone 985-3711 James A. Ubel, Director

August 22, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street N.W.
Washington, D. C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to comment on the problems facing rural public libraries and library systems. It is my conviction that the library needs of citizens in small communities and rural areas are as great and as diversified as the library needs of citizens residing in more populous areas.

Some of the major problems rural library systems face are:

1. Many people in rural areas do not have legal access to public library service, and do not contribute to local public library support. A way should be found to insure that every citizen has access to a good public library and pays his fair share of public library support.

2. The major source of public library revenue in Illinois is the overburdened property tax. Recent efforts to reduce property taxes have been in the direction of tax relief for the elderly, for agricultural interests, and for the individual homeowner. All public libraries are affected by the loss of property tax income, but the losses to rural libraries are disproportionately high. Other sources of public library income are needed.

3. Larger units of service are needed in rural areas. The small library's efforts to widen its boundaries need to be better coordinated with the efforts of other units of local government that are also seeking larger units of service. In the interest of good government special districts with erratic boundaries should be kept to a minimum.

4. There is a problem of finding a proper balance between the need for local library autonomy and the need for greater financial support at the state and federal levels and for larger units of service. Not only is local library autonomy clearly the will of the people, but the loss of local library decision making to the state or federal government will seriously threaten intellectual freedom.

5. In sparsely populated rural areas more attention needs to be given to the number of library outlets. The goal of making library use convenient to the population served dictates a large number of outlets, but this same action serves to disperse available resources too widely. The rural public library systems in Illinois have been successful in creating larger and better materials collections, but there needs to be more effective and cheaper methods of materials distribution.

Yours very truly,

James A. Ubel

James A. Ubel
Director

JAU/mn

ChicagoStateUniversity

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September 7, 1972

Dr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and
Information Science
1717 K Street, N.W. - Suite 601
Washington, D.C. 20036

Dear Dr. Burkhardt:

This is in response to your letter of July 14, 1972 regarding remarks appropriate to the work of the commission.

I believe that it is necessary for all 4-year (and 5-year) colleges to build up and maintain a collection of books which are required for everyday use. As far as I can discover most college libraries in our area adhere to this policy. However, it is necessary that the tendency towards cooperation be further strengthened and supported by all means and that all college libraries find access to the less frequently used resources which may be held by other libraries of the area. The Illinois Regional Library Council is furthering these efforts. On a smaller scale the Library Association of Colleges of the West Suburban Area (LIBRAS') has successfully pursued cooperative efforts for some years. I believe the commission can be helpful by noting its support (perhaps even financially) of such cooperative efforts.

Some of the institutions of higher learning in the Chicago area have undergone changes. For instance, last year Chicago State College (my institution) has become Chicago State University, and, at the same time, Northeastern Illinois State College, our sister institution, had become Northeastern Illinois State University. While these changes in designation did not bring immediate radical changes in scope, the long range goals and objectives of these institutions have been broadened. For such institutions in which more specialized needs will arise, cooperation resulting in availability of each other's resources will become even more crucial. It can be noted that the thirteen Illinois State institutions of higher learning - five of which are in the Chicago area - work cooperatively. For instance,

- continued -

a user card is available to faculty of all state institutions which entitles the faculty members to use the resources of all state institutions.

Please excuse the delay in answering your letter; I just returned from a vacation.

Sincerely yours,

Fritz Veit
Director of Libraries

FV/em

Testimony submitted to Dr. Frederick H. Burkhardt and the National Commission on Libraries and Information Science by Lu Ouida Vinson, Executive Secretary, American Association of School Librarians

This testimony is presented in behalf of the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association. As Executive Secretary, I speak particularly to the future course of the school library media center and its relationship to the educational process. The school library media center serves a large and discreet segment of the population of our society. School library media specialists serve 50 million children and young people from 5 to 6 hours a day for at least 180 days per year for an average of 10 years of their lives. During those hours this segment of the population does not have access to any other type of library.

The successes and the plights of the school library media center may well represent American education's greatest paradox. School administrators acclaim its need and importance. A thorough search of educational literature 1950-1972 reveals not one treatise (book or article) denying the value or necessity of a central resource center in the school. Similarly there is no record of testimony before Congressional committees or at HEW hearings disclaiming the library media center or offering a viable alternative to this vital function of the school. The Council of Chief State School Officers in resolution is backing the unified media approach concept. Yet statistics of the number of library media centers, the number of employed trained librarians or library media specialists, and the rates of growth of the library media centers deny general affirmation of the importance of library media centers by the educational world.

A comparison of estimates of 1962-63 and 1970-71 compiled by the Research Division of the National Education Association (NEA) shows these growths:

	1962-1963	1970-1971	% of Increase
Public School Enrollment	40,390,049	47,863,380	+ 18.50
Number of Classroom Teachers	1,512,653	2,062,243	+ 36.33
Number of Library Media Specialists	29,695	30,757	+ 3.58

Manpower Is The Greatest Need

A room with books and other learning materials is not a library media center without a library media specialist any more than a room with a chalkboard is a classroom without a teacher. Therefore, the truest estimates of library media services are based on figures showing the number of qualified librarians or library media specialists. The Standards for School Media Programs, published by the American Library Association and the National Education Association in 1969, and endorsed by 22 educational organizations recommends that a school have a full-time library media specialist for every 250 students or major fraction thereof. Using a more attainable ratio of one library media specialist per 500 students, note the comparison of this goal with actual conditions. NEA Research Division statistics are for the school year 1970-71.

Public Schools:	Minimum Standard Every school with a library media center and one or more trained library media specialists. Actual Condition There are estimated to be 90,821 schools and 30,757 library media specialists. If all schools are limited to one library media specialist, only 33.9% of the schools are thus serviced.
Teachers:	Minimum Standard One library media specialist per 24 teachers. Actual Condition One library media specialist per 66 teachers.

Children: Minimum Standard One library media specialist per 500 children.
Actual Condition One library media specialist per every 1,492 children.

Again, the acuteness of the problem is shown by a decline since 1962-63:

1962-63 One library media specialist per 1,254 children.
1970-71 One library media specialist per 1,492 children.

Legislation and Incentive Funding are Needed

On the basis of previously quoted figures using the 1970-71 average library media specialists' salary of $9,806 and an arbitrary salary of $3,600 for a library aide, it would cost as follows to bring schools to a minimum of one library media specialist per school as follows:

One library media specialist per school - $539,575,944
One library media specialist, one aide per 500 children - $871,387,820.

If the standard was raised on the basis of enrollment, costs would be:

One library media specialist per 500 children - $637,495,820
One library media specialist, one aide per 500 children - $871,387,820.

Negotiated contracts for teachers are traditionally followed by personnel cutbacks and the library media specialist and the budget for library media center materials are likely to bear the brunt of the action. The City of Chicago, which is eliminating much of its school library services and curtailing secondary services is a dramatic example in the Midwest that unfortunately only tops a list of less spectacular but equally severe cutbacks.

A similar situation relates to materials. In 1970 among 134 school districts on austerity budgets in New York State, 132 eliminated purchases of new learning materials for the library (Source: Bernard Kalb, Bureau of Educational Statistics, State Department of Education, Albany, New York).

It is obvious with the ratio of library media personnel to that of other teaching staff being so low that school library media personnel have little power at the state or local level in efforts to save or extend existing programs.

The answer has to lie in legislation at the state level mandating the continuation of library media services, and adequate state funding to establish library media services where they do not presently exist. Financial incentives from the Federal government are urgently needed to prime the program.

School Library Media Centers Are A Means For Change

Most educators agree that improvement in present instructional practices are inherent to the future of our schools. Efforts to shift the high premium on paternalism and years of service to rewards for professional competence often result in alienation and estrangement between teachers and students. Many schools are struggling to create positive, effective learning environments.

The library media center and the library media specialist serve as agents for positive change in many schools. Library media specialists effect new patterns of student-adult relationships. They prompt the introduction of valid systems of learning, and they provide the means whereby teachers experiment with new modes of instruction. The American Association of School Librarians can furnish the names of schools where library media centers and specialists have motivated and actually created alterations in school practices.

While the school library media center contributes to learning initiated in the classroom, it also supplies a system of pedagogy entirely apart from the classroom instruction, a condition recognized readily in European systems of education. It offers the student these experiences unique to its setting:

> Training and practice in the art of selecting relevant information sources. Such experiences are not only essential for higher education but for every type of life situation.
>
> Expansion and branching into interest pursuits, thereby providing new dimensions to the library experience.
>
> Comparison of evidence with the student developing discrimination and discernment.
>
> Wide opportunities for random learning and trial and error experiences, plus the development of power to act on reliable evidence.

Because the library media center is free from traditional classroom practice it provides unusual opportunities for experimentation and growth at a very low cost. It warrants being entrusted with funds for research and development designed to lead to more relevant systems of education.

Accountability Evidenced in Programs

School library media specialists are soliciting an active role in current efforts to increase student performance in a variety of areas. Their interests and capabilities extend beyond the traditional support role to where they initiate individualized learning, schemes of paired learning, peer and adult tutoring, and furthering team approaches to student success. They stand ready to assume specific responsibilities and to develop programs to meet these obligations.

Examples of programs in which school library media specialists are already involved include:

Right to Read - The American Association of School Librarians was the first national organization to offer support and is reinforcing the program with regular directions to members in a move toward total literacy by 1980.

Drop Out Prevention - An AASL Committee works actively in aiding members to increase services to the traditional non-library user.

Vocational Choices - The American Association of School Librarians is working jointly with the American School Counselor Association to increase the joint effort of library media specialists and counselors in serving student needs.

Early Childhood Education, Career Education, Staff Development, Gifted and Otherwise Exceptional Children are areas where the Association is aiding its members in working within the framework of national and state priorities.

Metrication

Work has begun with the National Council of Teachers of Mathematics in order that better education of youth (K-12) in the area of metrication can begin ahead of the change to the metric system in the U.S.

School Library Manpower Project funded by the Knapp Foundation of North Carolina, Inc., is in the final year of a five year research, study, and experimentation with performance and competency based higher education programs for school library media specialists. Six programs at the college and university level have been funded as a part of this project. Again, we have an opportunity to lead since Teacher Education is calling for performance-competency based education for teachers. The American Association of School Librarians is involved in the conferences to plan and implement the teacher education programs.

Many library media centers are already instituting accountability practices, and library media specialists are prepared to validate expenditures and to measure performance as compared to established criteria and order of priorities.

Among professional educational groups, the American Association of School Librarians is second to none in movements toward planned program budgeting, the creation of behavioral objectives, and the introduction of valid systems of evaluation.

Library Media Programs Need Funds to Develop Internal Improvement

Everyone is aware of the knowledge boom and the proliferation of print and non-print materials. These are accompanied by more sophisticated systems of storage and retrieval in industry and commerce. Instead of budget cuts, library media centers should be funded to develop similar efficiencies. They need to develop lattices of professional, technical, and support personnel that would provide economical and effective services. It is extravagant and wasteful for clerical and mechanical operations to be done by trained library media specialists. Yet adequate models for improved organization as well as improved models for storage and retrieval are not available and money for research in all areas of library science is almost nonexistent.

Similarly, library media centers need to develop expanded services involving students and teachers in selection and evaluation of materials and providing greater opportunities for their use. Extended hours of service, expansion of facilities, and cooperative services with other communication agencies need to be developed and tested for effectiveness. In addition, a concerted effort beginning in library education needs to be made towards cooperation of all library media sources to avoid duplication of materials and efforts while increasing their effectiveness with their users.

A Bright Picture

Despite personnel shortages, cuts in materials expenditures, and the overwhelming pressures of the teaching profession, school librarianship is dynamic, creative, and vigorous in its efforts to respond to the interests and needs of the learner. The typical library media specialist has a Master's degree in Library Science, has the rank of Department Head or Grade Level Chairman, has six years of service and earns nearly $10,000 annually. He is an active force in curriculum improvement. He often serves in a liaison role between teacher and student. He may act as surrogate when both social and scholastic problems arise. He sees the learner's potential power and seeks to find materials and experiences that change latent efforts into successful actions.

Library media specialists are ready to experiment, to modify, to create as new situations arise. They continue to support teachers' efforts while developing their own systems of learning. In this action, they provide a realistic hope for rejuvenation of the educational process.

GREENE COUNTY DISTRICT LIBRARY
194 EAST CHURCH STREET
XENIA, OHIO 45385

JOHN S. WALLACH, DIRECTOR
Telephone: (513) 376-2995

August 23, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
1717 K Street, N.W. Suite 601
Washington, D.C. 20036

Dear Mr. Burkhardt:

Thank you for the opportunity to present this testimony to the Commission. My remarks will deal mainly with rural public libraries since I am most familiar with them. As a former director of a rural public library and with over one-half of my present library district being considered rural, I feel that I am keenly aware of the problems faced by the rural public library today.

Inadequate funding, lack of trained professional staff, limited access to library materials and poor physical facilities are usually the typical problems encountered. Many rural areas have an inadequate tax base to fully support even the most basic library services. With inadequate funding it is next to impossible to attract trained professional librarians and even when there is money available, most professionals prefer the metropolitan areas where the pay is better and where the so-called "action is." Inter-library cooperation is looked upon with distrust as just another means of consolidation and the loss of local autonomy. The proud,individualistic rural American is not about to see his library absorbed as were his public schools. Lack of an adequate tax base has also meant that the obsolete physical plant has not been replaced or remodeled.

These would seem to be insurmountable problems, but fortunately they are slowly being overcome. One program that is helping rural libraries to overcome these problems is the Library Services and Construction Act. Congress recognized the fact that rural libraries needed help when they passed the original Library Services Act in 1956. Funds for construction were added in a new Title in 1965. It is safe to say that without LSCA Funds, there would not have been eighteen new library buildings in rural areas of Ohio. It has been through LSCA Funds that rural public libraries in Ohio have been able to form cooperative systems and obtain professional assistance to carry out activities that would not have been possible with each operating alone. There are nine such cooperatives in existance today due to LSCA Funding in the State of Ohio. My reason for mentioning this is to emphasize the vital importance of LSCA to the rural public library. And yet funds for this Act, especially for construction, continue to dwindle.

It would be naive for anyone to think that the library needs of rural America are any different than those in the metropolitan areas or in suburbia. School and college assignments are just as sophisticated in rural areas as elsewhere. The needs of the businessman, the farmer, the housewife and the senior citizen are no different from those in the cities. However, the resources available to adequately accomplish these assignments or satisfy these needs are usually libited, difficult to obtain or non-existant. In most areas the public library serves as the major resource center for the schools, and in some cases, the junior colleges, small rural colleges or the branches of larger universities. Neither the staff nor the collection is capable of adequately handling and satisfying these demands. The Elementary and Secondary Education Act (ESEA) and the Higher Education Act (HEA) have done much to improve the resources in the public schools and in the colleges and universities as has LSCA for the public libraries.

I would urge the Commission to do all in its power to see that these vital Acts are retained and funded at an adequate level to improve library service in all types of libraries. This is expecially important at the present time due to President Nixon's recent veto of the HEW Appropriation Bill.

The future of the rural public library is going to depend a great deal upon the amount of federal and state support provided. I have already stressed the importance of LSCA to rural libraries. The State Library of Ohio through the Ohio Library Development Plan is attempting to ensure that every resident of Ohio has access to essential public library service. The Plan provides for the establishment of Area Library Service Systems, Reference And Information Networks and the strengthening of the State Library in order that it may fulfill its state wide responsibilities. I am pleased to see that the Commission also feels that the strengthening of State Libraries is an important objective.

To meet the needs of the future the rural public library can not go it alone. Cooperative systems providing access to additional resources and trained professional personnel will be the most efficient and least expensive means to ensure that essential library services are made available.

Certainly new methods of disseminating information will also have to be utilized. The great distances between the patron and the library in rural areas will have to be breached in order to provide library service to all residents. One of the most promising methods of accomplishing this task is with cable television originating from the library, as is being done in Wyoming at the present time. Two-way communication utilizing CATV will be available in the not too distant future and will further enhance the usefulness of this important tool. Other methods which are now in use but will receive more use in the future include mail order service, teletype reference and inter-library loan service and computerized information retrieval systems.

I foresee the rural public library taking a more active role in the every day life of its community and its citizens. However, the success and perhaps even the survival of the rural public library may depend upon the work of this commission. Thank you for giving me this opportunity to express my views before this very distinguished and dedicated Commission.

Sincerely,

John S. Wallach

John S. Wallach

COMMENTS

RURAL LIBRARY SERVICES

WILFRED L. WEST

Director, Ottumwa Public Library

Administrator, Prairie Hills Library System

What I wish to say concerning rural public library services are more in the nature of comments on various aspects, rather than a presentation of facts and statistics.

RURAL PUBLIC LIBRARY SERVICES

Des Moines, Iowa's largest city by far, simply cannot be called metropolitan. It is also quite fair to state that in terms of libraries, no metropolitan facility exists. Although there are government guidelines on what may be determined urban and rural, it would be fair in the state of Iowa to call the totality rural.

In the state there are four main divisions (and these are not government divisions, but everyday ones currently in use) of library services: Community library services serving 5,000 people or fewer, Town libraries serving from 5,-15,000 people, City libraries serving 20,000 people or more, and "systems" which are a most tenuous cooperative venture serving 300,000 people or more.

A reason why all public library services may be termed rural is that there simply exists no public library collection that approaches even a moderate metropolitan standard. No collection in a public library approaches adequacy. No public library collection offers more than a minimum amount of non-fiction or research materials. As a consultant for many years for the state library, it was my duty to begin a survey to investigate the adequacy of library collections. Although I did not have the time to examine all 430+ libraries, a general survey of the larger libraries on an informal and spot-check basis revealed shocking and disheartening gaps in even the largest public library collections.

Even though much of Iowa today fits the government definition of "urban" in terms of its population, library services would have to be termed definitely "rural".

A RURAL VOICE?

A frequent question put to me is, "Why is so little heard from rural public libraries?". The answer is deceptively simple: The people in rural areas are so busily doing, that they have little time to write about it. Perhaps the writing of periodical articles is a phenomenon based upon the amount of leisure time that administrators have in city libraries. This comment is not a jab at the writers of literally thousands of library periodical articles. But even a cursory examination will show that time and again, these are generated out of a very few institutions, and almost without exception, rather large ones.

Why, out of over 8,500+ public libraries in the United States are only a few responsible for the majority of articles? The answer to this question is the same as the answer to many others concerning the majority of public libraries in the United States, i.e., rural public libraries. An examination of them is in order. Although these few comments concern Iowa public libraries, they are no doubt true for vast portions of the United States.

COMMUNITY LIBRARIES

The community library was typically started by a women's club who, although they may now be legally appointed by the council as a library board, still run the institution as they had before they began to receive a small subsidy from the community government. Although this legally makes them a public library, they are in essence still an extension of the women's club.

The women's club members typically take turns being "librarian" in keeping the facility open 10, 15, and perhaps even 25 hours per week.

The collections in these libraries can be characterized as light, romantic, ephemeral, feminized collections, primarily designed for recreational reading for members of the club.

A children's section, if one exists at all, if chiefly characterized by aging "hand-me-down" copies of the Bobsey Twins, Horacio Alger, Pilgrim's Progress, and the like. Very little non-fiction is available and none of it of the type that could be considered usable for any kind of citizen research. The reference collection probably consists of a ten-year-old copy of an encyclopedia, a Collegiate Desktop-type Dictionary, and a few aging copies of the World Almanac. If a new reference book is in evidence, then almost always it is something like The Joy of Cooking, or, The Bride's Wedding Book. There are no government documents.

It would be completely incorrect to minimize the effect that this institution has on its community. Since there is nothing else, it represents to the community its efforts in both literature, information and knowledge. We should not make the mistake of deriding the ladies for what they are doing; if anything, we should loudly applaud their efforts at overcoming almost insurmountable obstacles in providing this minimum service facility. The ladies often receive as little as $200 a year from a tax source, and supplement this with innumerable bake sales, chili suppers, watermelon stands, etc.

In Iowa, a library may join a cooperative System for the small sum of $200. This membership then enables this minimal service facility to provide reference and inter-library loan service through utilization of the larger public libraries in the system. Therefore, even the smallest library service facility can find itself giving services that it would not otherwise hope to provide.

The chief problem of the community library is now, and will always be, finding enough funds to provide the most minimal of basic services. One of the penalties of living in a community that has never known good library service is that the citizens frequently feel no need to acquire what they have never known.

TOWN LIBRARIES

Town public libraries are characterized by financial support through taxation that enables the employment of 1, 2 or perhaps even 3 people, and is typically housed in an aging Carnegie building, circa 1910-15. There is typically a good fiction collection (although none of the "naughty" current best-sellers are likely to be found except under-the-counter) with a heavy emphasis on mystery novels. The collections usually reflect one person's literary tastes. In community libraries, all the ladies in the club help choose the volumes purchased. In towns, a librarian usually was hired who remained on the job for many, many years. A quick glance at the collection will tell you that in Town X, librarian Y is very interested in the area of English poetic writers, while in another library, the librarian's obvious bias towards "Catholic books" can be documented.

Therefore, while the fiction collection has a tendency to be somewhat balanced, the non-fiction collection may consist of over half the volumes on the subject of religion, while there are no books at all in electronics, automotive mechanics, sociology or psychology. This institution too, reflects a highly feminized viewpoint of libraries and their potential users. Much has been done to change this problem and thus bring into perspective the purchases being made.

There is usually a children's room in which a concerned attempt has been made to develop a fiction collection. In spite of the fact that many surveys and reports have pointed out time and again that boys are primarily interested in non-fiction, little has been done to purchase material that would interest boys.

There is usually a reference collection consisting of about 100 titles (including several encyclopedias) which are slowly aging, as most of them were probably purchased under a reference grant several years ago as a part of the state's usage of L.S.C.A. funds. There may even be a few government documents.

Usually open from one in the afternoon to nine in the evening, Monday through Saturday, they find that their largest problem are high school students. The most obvious and persistent library users are the high school students, and the reasons are several. First, the school collection is generally totally inadequate if one exists at all, and the services of the non-professional personnel are limited. The student turns to the public library to remedy the deficiencies.

Second, the school library is not open at any hours but school hours --when students are necessarily tied up in classes. In many cases, the school library also serves as study hall, with its attendant problems of discipline and regulation superceding the less obvious ones of service, material and use. Further, the atmosphere is not free--students, by virtue of merely being students--(or being merely students, one might say)--are constricted and constrained by the various appurtences of administration. Library "privileges" may even be withdrawn for those who are in other trouble with the school authorities--disciplinary, financial, or the like. Third, the students want a change of scene and atmosphere from the academic one.

Fourth, and very telling in rural areas: mass consolidation of schools has resulted in several communities united in one high school district--and the school in question may be located in none of them but in a cornfield centrally located somewhere between--and accessible only by car. In such cases, even if the school library _were_ open, _were_ adequate, it would still not be available because of transportation. Again, the town library becomes the stop-gap measure, the reading room is filled with high school students every evening, and adult potential patrons come to regard it more and more as a convenience provided "for the kids". The library is forced to fill the collection more and more with items of curriculum interest and funds are diverted from programs designed for another clientele.

CITY LIBRARIES

City libraries can be characterized by having fairly well balanced fiction and non-fiction collections. In most cases, there is a substantial juvenile department where purchase of current and past materials have been made with the juvenile in mind, rather than the juvenile's parents in mind. (It is amazing to note how many times juvenile librarians choose things because _they_ like them, or they feel that a _mother_ would like it.) Basic reference collections of several thousand volumes are common, and although most cities do not have many government documents, they at least obtain and utilize a few.

The most single striking difference between town libraries and city libraries are the cities' extensive collections of periodicals.

City libraries typically have several special departments such as an audio-visual department offering films, records, cassettes, etc.

City libraries also generally have a professional librarian as the administrator or director with one or more professional librarians being in charge of departments or areas of the library. The city library makes a concerned attempt to give reference services and provide as much information to the patrons as they require. Most of the major public libraries in the state are connected with the teletype system which will be described a little later. This system enables libraries to share their resources. In short, the city libraries approach what is taken for granted as normal library services.

The library director of city libraries can generally be characterized as an individual who spends a tremendous amount of time working with government agencies, community groups, clubs and organizations. The city library director usually is involved in all aspects of the community simply because the job requires a great deal of knowledge about the internal workings of a community. Whereas community librarians feel they "know" their community, town librarians generally feel that their board "knows" the town, the city librarian generally has a mandate from the board of trustees to keep them informed and be informed on "what's going on".

In spite of all these facts, it is well known that several of the state's city librarians regularly spend time in public service contact at the circulation desk or the service department.

The city's problems are in many ways the same as the community and town libraries. i.e., inadequate collections, inadequate staff, aging physical facilities (if not totally outgrown) and generally hampered by a past tradition of being the "genteel" institution of the city.

Three main problems characterize city libraries: They have found themselves in the process of receiving a smaller and smaller share of the total city's budget in a time when everything is costing much more. As an example, one city that had a book budget of $35,000 to serve 33,000 people suddenly found, because of re-evaluation of the city's property, a situation where its budget for books was cut to only $7,000! This is the same amount this library had to spend in 1921! In 1921, the average cost of a book was a mere 98¢, and about 3,000 volumes were published. Today, with the average cost of the book being over $10, and with over 33,000 books being published, it is amply evident that this institution can begin to deliver only one-tenth of the services that it offered in 1921!

A second large problem is that although cities have generally larger collections and deliver more services, people living outside corporate city limits are barred from using the facilities because of the legal and financial city-by-city method of support. It is obvious that as cities have had to join with their suburbs in order to provide what are termed "metropolitan" services such as police and fire, it also stands to reason that the same will have to occur in libraries.

A third concern is simply how to ease the pressure on the collection and the services. One consideration that would ease the load on city libraries would be for college and university libraries to begin to carry the complete load for their own student body. These academic libraries in many cases, need to have a larger collection available for their total student body, including correspondence and commuting students. Many of the public libraries' more difficult demands are made by off-campus students thrown onto the resources of their local libraries by conditions, policies, and practices that curtail their use of the academic shelves. For example, each year we have a number of students who commute from Ottumwa to Iowa City to the University of Iowa or who take correspondence courses or special courses or Saturday courses there. Library policies and practices apparently severely limit these students in their access to the material they require and they turn to the Ottumwa Public Library for help. While we are under no obligation to obtain and provide curriculum oriented materials, they are local citizens and we do our best to serve them. So we borrow by teletype from other libraries in the state, public and college, who belong to the I-LITE teletype network, and then from Iowa State or the Denver Bibliographic Center's network of resources. But, we are obtaining items that essentially should be available to these university students from their own library instead of from such sources as University of Denver or Brigham Young University! This means that, instead of the academic libraries assisting the public libraries with their more difficult reference requests, in our state the public libraries are supply service to the university!

SYSTEM LIBRARIES

The fourth type of library to take into consideration are the very loosely amalgamated cooperative libraries. Granted under L.S.A. and increasingly funded under L.S.C.A., cooperative systems were initially designed to help the smaller library procure and catalog more materials. This function has gradually changed to the point where many types of services are offered to libraries (community, town and city) who choose to join together. Of the 430+ public libraries in the state, over three-fourths of them currently belong to one of the seven cooperative systems.

The key services that should be brought to your attention are the inter-library loan and reference services. By use of the Iowa Library Information Teletype Exchange, known as I-LITE, libraries have devised a system whereby community and town libraries communicate by telephone with the city libraries, and they in turn communicate with each other to obtain material from I-LITE loan and attempt to answer reference questions that are otherwise unanswerable. The system does not stop there, for 7 academic institutions within the state are also a part of this network, as well as the Iowa State University of Science and Technology at Ames. What cannot be procured through these institutions is then further sent on to the Denver Bibliographic Center for research which then provides locations for materials.

These cooperative systems are loosely constructed and depend upon an annual contract agreement with the state library in order to provide for their existence in addition to the basic amounts of their funding.

STATE USAGE OF L.S.C.A.

L.S.C.A. has been neither a failure in rural Iowa nor a success. The L.S.A. and subsequent L.S.C.A. seemed intended to reach the normal citizen, but the Iowa experience has been that this is simply untrue. The only successful cooperative in the state of Iowa was started by a person who directly disobeyed orders from the state library.

Monies allocated and sent through the state have a tendency only to benefit the upper levels with far less of the money reaching down to the citizen. This is not meant to say that the purposes for which the money is used are not legitimate, but the monies are not reaching the target group: e.g., the monies were used to increase salaries of state personnel, add personnel, buy materials for use at the state level and used as a supplement to state appropriations. What this meant was that instead of the state providing increased monies out of state funds they used L.S.C.A. monies. In the State of Iowa for example, before L.S.C.A. there were 22 full-time positions funded at the state library, completely and wholly by the State of Iowa. At the beginning of 1972 there were only 11 wholly state funded.

Because the monies were funneled through the state level, implementation was subject to all of the vagaries of state operation: e.g., when personnel were hired the highest qualified personnel were often not available because of state salary levels, restrictive and outmoded qualifications. For another example, when it was obvious that the person administering L.S.C.A. monies would be required to attend a conference of all such administrators in Washington, D.C., the state of Iowa happened to be under a "travel ban" at that particular moment and so the 49 states and the trust territories were represented, but not the state of Iowa.

LOCAL LEVEL L.S.C.A.

The libraries of our rural areas, and I speak not only of Iowa, have been beset by a number of problems. The rural areas have been skeptical of cure-all programs that promise to change everything for the better. In many cases, the funding level has been too low to accomplish even a minimal change. In other instances, the funds required would have to be pulled from other sources that are actually or apparently more important. Many times, the matching requirements for use of federal funds bear no relation to what is actually needed or enforce a clerical burden to "prove" matching that overloads the program or eats up the available funds in paperwork. Finally, in many, many areas, there simply are no matching funds available. Thus, the areas most in need of library development are least able to support such activity.

Often, local authorities are fearful (and justifiably so in many instances) that outsiders will apply a set of arbitrary standards with no understanding or concern for diverse situations. Most such standards, such as those devised by A.L.A., seem designed for large metropolitan libraries or for large, well-supported regional systems. In our rural areas, neither exists. The tax-base support is not there and never can be. These are marginal areas, economically and demographically, and extensive local library support is a luxury item and always will be. In these areas, local money is not available, and federal money has been inappropriately spent on developing yet another level of service, instead of expanding and improving service at the local level.

L.S.C.A. matching provisions penalizes those who need it most and have the least resources with which to work. Although the rationale is that these funds are intended only as pump-priming, in this case the well is dry! In many rural towns, the public library and the newspaper are the last sources of information. Radio and television come from the nearest "metropolitan area"--many miles away in both actual and mental distance --and are of little continuing concern with the small town.

Recent court rulings on the use of the local tax base as a means of determining quality in the school system may conceivably be applicable to library services as well. Somewhere, sometime on, a court may decide that libraries, as well as schools need not be based on local property taxation alone. What will be the effect of this? Determination and answer of this question is simply unknown.

OTHER FEDERAL LEGISLATION

The State Technical Services Act of 1965 was intended to set up a reference service providing technical information to business and industry. However it operated elsewhere, in Iowa it apparently became buried in a plethora of other programs and the businesses and industries of our state were never really notified that it existed.

The Right to Read Program, probably one of the most singularly significant educational proposals of this administration, will begin to utilize libraries as one of the components of the program. While there are only a few public libraries currently involved in the program, this will grow in the future. The question is whether or not local adult basic institutions will recognize the fact that libraries have had traditional roles in this field, and will work to the best of their abilities in complete cooperation in order to achieve the administration's goals.

There have been several other acts in which libraries played a small part. The basic question concerning them is why only the large metropolitan institutions were able to obtain benefit from them. This is in spite of the fact that the administration has acknowledged that many of the problems need solving on a local basis, nationwide, not in just the "metropolitan hot spots". Could it be that the other libraries, lacking adequate information sources, obviously lacking the inter-governmental connections, be in a position where "those that have get, and those that don't, do without"?

THE FUTURE OF RURAL AMERICA

Although the current trend of mass out-migrations of people from the rural areas to the already over-large cities is expected to continue, there may be some signs that this will be changing.

First, several cities and at least one state have now simply declared that they wish no more growth. There is every sign that this position will continue to gain adherence, particularly throughout the "Golden West".

Another factor is simply that of usable resources, the key one being water. In several of our Rocky Mountain states, the rights to every bit of water have now been assigned and ascribed. It is a simple fact that when all water is used, continued growth simply must cease. The citizens of Denver in turning down a one-fourth billion dollar bond issue for the development of future water resources were simply and effectively declaring their public intent that the city be allowed no more untrammeled growth. This is not unique.

The mayors of our largest cities have often publicly declared that the growth in the metropolitan areas must be slowed down in order for the city to attempt to "catch up". It seems obvious that many of the city's problems have been caused by "too much too soon". Periodicals have been filled with stories of people undergoing the "California transformation". That is, people who have suddenly felt the need for a different environment and/or life style, and left to find it, leaving city and suburbs behind.

One solution would seem to be to provide and encourage employment at the local level so that the need to move to a metropolitan area is greatly reduced. Therefore, in my opinion, rural America does have a bright future a few years from now, because in the mid-West alone, there are numerous communities, towns and cities that already have established water systems, sewer systems, etc., to take care of a population that grows rather than diminishes, in addition to having water in vast quantities.

It would seem obvious that it might be wiser to give a multi-million dollar Federal tax break for industries to locate in an area that could sustain growth, rather than having to federally support a multi-billion dollar project to bring in more water to areas in which it is a scarce commodity.

THE LIBRARY'S PLACE IN RURAL AMERICA'S FUTURE

If any of the above would come to pass in the next decade, many improvements would be needed in order to provide adequate library services, as well as fulfilling the basic needs that now currently exist to serve the present population.

Adult Education

The library is basic adult education. The resources of the library make possible self-directed, individually based progress in the direction of an individual's own goals. This is adult education, but not from the usually visible sources of the academic institutions. It should be noted that the early libraries often grew out of literary societies, debating societies, or other spontaneously generated attempts by adults to continue and further their intellectual experience. Also, libraries were in the forefront of basic adult education when the waves of immigration left successive groups of foreign-born citizens-to-be grappling with the problems of language, literacy, and naturalization. The "Sunday schools" of the libraries were instrumental in helping the immigrants become a part of their new country. Many of our midwestern libraries still have in their files proud group portraits of the naturalization and citizenship classes, posed stiffly awaiting their graduation ceremonies. How many of our grandmothers and grandfathers studied in those night classes or Sunday classes to become Americans? Where would they have been--and where would we be today--if the libraries had not stepped in to meet this great need?

Are today's libraries meeting similar needs? Are the libraries in our rural areas sending off the new waves of immigrants to the cities as effectively prepared to fit into a new society? Or have our rural libraries remained a depository of light love stories and shabby-covered best sellers, a place for the high school students to study and meet their contemporaries, a last and neglected epitome of propriety in an aging Carnegie structure just off Main Street?

Even though the library must be regarded as a source of adult education, we must not see our libraries forced into the mold of academia. We are not asking to march in step with the schools, colleges and universities, for in all such cases, the march becomes a lock step, in which the needs of the whole community are subordinated to the giant mill of the school machine. The community-based library, with a citizen board still remains the most responsive form to community needs and wishes, if funding can be maintained at a level that makes possible programs beyond the simplest maintenance of a sub-standard collection. Several communities that have attempted to integrate the school system and public libraries have found that this "Flint Plan" is a disaster. The plan does not succeed in practice. It presumes that the public wants and needs to know similar things to those in the school curriculum, an assumption that does not work out in reality.

Therefore, the library does have a place in adult education, particularly under the administration's Right-to-Read Program. It is amply evident that the administration wishes for adult education of a basic nature to take place.

Continuing Adult Education

People who have had to work hard for their education, and value it, do not want it to ebb away. The public library serves waves of people attempting to keep abreast on a plethora of subjects. Many of these patrons are women, caught permanently or temporarily in the narrowing spiral of child care and homemaking, while they watch their academic skills and disciplines fade from lack of use. Some libraries have tried to bridge this gap by providing story hour programs for pre-school youngsters while offering simultaneous discussion programs for their mothers. Almost universally, the programs most attended and most requested were those on world affairs, science, the humanities, and the arts! The women spurned offerings dealing with child care, home decoration, and cosmetology, programs generally being considered "suitable" for women's groups. For the most part, the participants wanted contact with intelligent human beings. They did want lively discussions and an opportunity to exchange thoughts and ideas with other adults. They sometimes, but not invariably, took material home, but this was not the prime objective--they looked to the library to provide the space and the speakers and the opportunity for them to participate, while their children were taking part in an equally stimulating and enjoyable activity. Adult education also has the aspect of providing those research materials that the average citizen may desire. If we are totally honest about the history of business and industry, it can be said that some of the most inspired innovations and discoveries occured by an individual working alone.

Today's society requires more than tinkerings in a garage to produce an airplane. Vast amounts of research materials are needed and must be provided on an individualized basis. Surely, the demand for general information and reference services will continue to increase in an ever-larger geometric progression.

Recreation

Although the normal town and community library in the rural mid-West has traditionally emphasized recreational reading, and although they will experience a great deal of change in the future, this important need of our citizens will continue to exist. If the leisure time that we are told is going to be coming does indeed arrive, we will most likely have to increase the numbers and kinds of materials purchased for recreational purposes.

Services to Children

The library has a tremendous potential in the educational opportunities open to the pre-school child. The library should and can be involved in pre-school story hours, in reading readiness programs, in making pre-reading and pre-school learning interesting and fun on a friendly and informal basis. The library can conduct clinics and short sessions on "Reading to your Child", which can be instrumental in breaking the chain of school failure that prevails in many families and cultures.

Services to the Handicapped

Many libraries do not or cannot give adequate service to the handicapped. Yet these libraries may be in violation of the equal rights provisions. How can small local libraries begin to overcome this problem of physical accessibility?

The 28 steps in front of the Ottumwa Library have always been used as a gathering place since its building in 1901. Today there are teenagers instead of men in Navy blue (not otherwise changed from the days when Lt. Richard Nixon received a salute as he passed on the way to Union Bank to pick up Pat), but those 28 steps are a heartbreaking blow to those that are wheelchair-bound or who have heart trouble and like problems.

Future Shock

Although there have been many articles published about the future of libraries, there are several items that need re-emphasizing. If we wish to look into the future and avoid the shock of those changes, I would suggest that we look closely at the new "information business". Currently, publishing companies and conglomerates are beginning to offer reference services for business and industry. Some businesses are making use of these. If library services are not upgraded, then the government may be in the position of itself having to purchase such services for all business and industry. The right of the average citizen to have access to the information he needs is a vital and basic one, whether he chooses to use that knowledge at any given time or not. It was for this reason that public records are on file, and that newspapers publish notices of public ordinances, expenditures, meetings, and the like. The right of the citizenry to have access to knowledge must not be abridged, and this, more than any other tenet lies at the heart of the problem of public libraries. For, in our rural areas, the right to knowledge and information IS abridged--by distance, by lack of finances, by lack of trained staff, by lack of support on the state and federal level.

A second item is the traditional asset of a local library board. The responsiveness of the library and the library board to the special needs and wishes of the community is a marvelous and delicate balance. Yet, the library can become over-responsive to a few people. The exclusion of material which one board member or members of the community find objectionable can grow into covert censorship on moral, literary, or political grounds. A board filled by a mayor from members of one dominant political party may see no duty to locate materials of another point of view in the collection. A town in which one religion predominates may not see the need to include representation of another point of view. A town composed of various ethnic or racial minorities may give display to material favorable only to one.

Thirdly, C.A.T.V. should be closely watched. The community antenna television increase has occured mainly in rural and semi-isolated communities. The potential of the libraries participating through either a channel for all educational facilities, or even a channel designated specifically for the use of the libraries, provides an unlimited opportunity. The current operating systems using cable tv have thus far occured in rural areas, with the most notable usage being that of Nutrona County, Wyoming! It is quite possible that because of these factors, rural libraries may well be the leaders in this field.

EXPECTATIONS AND PROBABILITIES

Because of the complexity of today's society and the tremendous increase in the necessary level of education for urban as well as rural residents, and because of the huge variety of employment careers, there has been a fantastic need created for informational and educational resources that are simply not available on the local level. It is likely never to be possible to make such resources feasible, given the financial methods that we now use.

Even with the utilization of maximum financial resources, including maximum state aid, maximum mileage on property, and complete use of bequests and special funds, et cetera--in fact, calling up all available resources on the local and state level--our financial situation in the rural areas would still be inadequate to meet current, let alone future, demands. This is without considering any expansion of existing library roles.

Several conclusions can be drawn; first, that library service may not be a local responsibility. If the library is truly to be the university of the people, especially in those areas where other informational and educational institutions do not exist on the pre- and post-school level, then support must come from outside the local tax-base.

Secondly, that the Library Services and Construction Act has provided much needed monies and increased services as well as materials. However, it has not had the expected impact that we had hoped it would. This may be due to a number of factors, some of which have been mentioned heretofore.

Thirdly, that a federal subsidy on a continuing long-term basis may be the one remaining source. It must be noted that this does not mean matching funds, it does not imply grants, it does not imply a loan, nor does it mean designating it as "pump priming" funds. It indicates out-and-out federal support for substandard libraries on a year-after-year basis.

Fourth, rather than merely being written to "encourage" cooperation, acts should be written to require coordination of tax resources. For example, E.S.E.A. materials can only be used in schools. Why should this be so? Why shouldn't universities and colleges be specifically exempted from receiving any federal funds until proper actions or state legislation makes them "open" institutions available to all? Why should metropolitan libraries hoard special collections of a research nature? Why should not all materials that are purchased with public taxpayer's monies be as widely available to everyone as possible?

In conclusion, it would seem that the administration's proposal for revenue-sharing may be the answer for which the grass roots are crying.

The public library, bastion of individual education since inception in this country by Benjamin Franklin, continues to be the hope of the "New ghetto"--rural America, home of the proud neglected.

University Library University of Illinois at Urbana-Champaign

URBANA, ILLINOIS 61801

September 13, 1972

Mr. Frederick H. Burkhardt, Chairman
National Commission on Libraries and Information Science
Suite 601, 1717 K Street N.W.
Washington, D.C. 20036

Dear Mr. Burkhardt:

In response to your letter with respect to the priorities to be established by the National Commission on Libraries and Information Science, I would urge that a very high place be given to the development and support of library networks as a practical means of improving bibliographic and physical access to the world's rapidly expanding information sources.

In this connection, I know that the Commission is familiar with the recommendations of the 1970 Airlie House Conference on Interlibrary Communications and Information Networks, and I am confident that the recommendations of the Conference will have the Committee's general support.

However, based on my own experience, I would like to single out for special emphasis one of the Conference recommendations, namely the recommendation

> That the National Commission assure the financial support required for network programs by developing legislative proposals at the federal and state levels, generating a base of understanding within the library and information science professions, and providing a broad base of public understanding of the needs for a national network of libraries and information centers.

My views on the significance of this recommendation are based on experience in the State of Illinois with the campaign for public acceptance which led to library network legislation in 1965 and on my knowledge of the functioning of the network since that time. The Illinois network made it possible to work in the direction of a truly state-wide library service with the library resources of the entire state identifiable and available, and significant strides have already been made toward that goal. Eighteen public library systems blanket the state, backed up by four reference and research centers, and library service of all kinds has been greatly expanded at far less cost than could have been possible for comparable service without the network legislation.

Although the opportunities for further development in the Illinois network are many and varied, I believe that the Illinois experience has already demonstrated two basic principles:

(1) Significant advances in library networking are not likely to be successful in the long run without legislative support, including appropriations.

(2) What has been accomplished by networks on a state level is also needed and can be accomplished on a national level.

More specifically, on a national basis, what is required is legislation to establish and support a system of regional networks which would build on state networks where they exist, encourage state networks where they do not exist, and form an integrated system linked with the Library of Congress.

The regional networks should include the major libraries within the region as resource centers, and specialization in functions and resources should be effected as much as possible in order to avoid the needless duplication of special services or of lesser used and unusually expensive materials. Formulas for payment for services beyond the needs of primary clientele should be established in order to assure fair and equitable reimbursement to resource centers.

The development of such a system, along with the bibliographical and communication network to support it, is essential if the widening gap between the generation of information and the accessibility of information is to be narrowed to any appreciable extent and if the costs involved are to be held to reasonable limits in relation to benefits.

The present system which relies largely on the voluntary cooperation of libraries is ineffective and incapable of meaningful expansion since it places an unfair financial burden on large libraries which are already overburdened by increasing costs of all kinds.

Although a national network of the type outlined above might be established without any significant change in the role of the Library of Congress, it is my view that the full benefits and long-range success of networking on a national basis can only be achieved by transforming the Library of Congress into a genuine national library, with all the basic services that a national library would be expected to perform in support of a national network. Among these I would mention the following as essential:

(1) Full funding of an acquisition program which would bring to the Library of Congress a much greater proportion of our national literature, including federal, state, and local documents, and to enable the Library of Congress to serve as a procurement agency for foreign materials of research value in behalf of network members. The

PL480 and NPAC programs are examples which need to be repeated and expanded.

(2) Funding of the Library of Congress to expand its bibliographical services so that all materials available through the network could be located by title and by subject. Manual processes would probably be necessary at first, but the Library of Congress, acting as a national library, should be empowered and funded to take the leadership in providing automated bibliographical and indexing services.

(3) Rapid expansion of the MARC program for serials as well as for monographs in order to provide a standard data base for network members.

(4) Development and vigorous encouragement of standards of bibliographical practice and data control capable of nationwide acceptance and use, with monetary incentives if necessary to secure adoption.

Obviously the development of network activity will proceed at an uneven pace, even under the best of conditions, and some of the goals outlined here are by necessity long range in nature, but I believe that some progress can be made quickly by building on the experience we already have with networks, by greatly strengthening the resources and services of the Library of Congress, and by redefining its role to meet present-day needs for effective and efficient library service.

The costs may seem high but the benefits are high too, and the alternative of inaction and deterioration is not one that American scholarship or leadership can afford.

Respectfully yours,

L. W. White

Lucien W. White
University Librarian

LWW:CG

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The Metropolitan Public Library today faces possibly some of the most gargantuan problems of its entire existance. One of these is the problem of funding - in lay terminology, "money problems." Another, restructuring itself to meet the new service demands imposed on it. The plight of the Metropolitan Library is reminiscent of the frustrating situation that confounded Alice, when she made inquiries of the Queen relative to running as fast as she could to reach another place at a given time. When the Queen answered "it takes all the running you can do to keep in the same place. If you want to get somewhere else you must run twice as fast as that."

The "Big Question" is how are we to cope with the "problems of funding and restructuring the Metropolitan Public Library to meet the new service demands" when we are "running all (we) can do to keep in the same place." But, inasmuch as we wish to, and must get somewhere else (we) must run twice as fast as that.

First we must and do assume that many of the things we must do have been done or tried before. If this is true then the questions arise were we too timid in our efforts? Were we somewhat smug and rather satisfied with "business as usual"? Did we wish that someone else would do the job for us? Have we been able to completely sever ourselves and our thinking from the nineteenth-century philosophy of service to and for the elite and to the middle classes?

Even though these are rhetorical questions, they may embody a modicum of truth. There is strong testimony that too many librarians are bound in shackles of fear. Fear to try something new, to make mistakes, to try something that someone else may have tried, fear of being accused of extravagance, of daring, of changing things. What is the role of the librarian and the library in our present day society?

Eric Moon, long time editor of Library Journal, said in the early sixties, "It is undeniable that there are too many instances of librarians failing, for a variety of reasons, to gain representation for their libraries in community, educational or bookish activities at local, regional or national levels." But even then he cited two instances occurring, one hard on the heels of the other that may have given rise to hope and even optimism. Two White House Conferences, one on children and youth, the other on Aging. Of this Moon states "They (the librarians) took part in a great variety of discussions, not only on the education of the aged, but also on their health, medical care and many other subjects less obviously the direct concern "of the librarians."

The impact of this conference was evidenced by remarks from the keynote speaker, Dr. Edward L. Bortz, Chief of Medical Services, Lankenau Hospital, Philadelphia, obviously a non-librarian. He stated "There are certain key factors in planning a broader program for learning - in addition to imaginative personnel there is need for wider utilization of the school and libraries of this nation." The occasion is instant - experiments are not always perilous, but they do demand application, sincerity, and emotional dynamism which will uncover hidden resources that will be a joy to behold!! .....

Even in the early sixties Dr. Bortz easily foresaw the demands of the seventies. He advised his listeners. "Community libraries are a most valuable germinal center from which recent acquisitions in the form of reports, bulletins, books, magazines of all kinds can be distributed. Libraries are a rallying headquarters for the community. Their real worth has yet to be discovered. We can no longer fail to support them. For the public is now awakening to the need for additional information with which each citizen may reach a more enjoyable, more healthy, longer life, freed of many nuisances."

Recent studies in a few states with large metropolitan areas found many librarians uncommitted and unconvinced concerning the central role in the community that librarians and their libraries can and should play. Some were found somewhat lax in their approach to community service and oftentimes the librarians not yet committed to the library' s full development as a total community educational institution.

A final statement and recommendation of the White House Conference declared" The initial stimulation of educational programs for, about and by people, should be through institutions that have public responsibility for education, that in combination have nation-wide coverage and that have the confidence of all groups. These institutions are public schools, public libraries and institutions of higher learning."

W. Howard Phillips, author and former president of the British Association of Librarians, suggested that, "It is quite incomprehensible why so many board members, readers and even librarians seemed satisfied and even proud of the pathetic attempts to provide service under poverty stricken conditions - like a very poor relation showing a brave front with secondhand, threadbare clothing, and insufficient income to provide more than the barest necessities of life...."

Mr. Phillips is the kind of critic we need in librarianship - dissatisfied with the present but full of faith and hope for the future, as the following statement from the same address shows:

"A reaffirmation of faith is urgently needed. It should be proclaimed loudly and consistently that the public library is still the university of the man-in-the-street, the college of further education of the post-graduate, the specialist and the research worker; that it stands fairly and squarely as an intermediary between the beginning of learning and its mature expression; that a comprehensive collection of good books well administered is a bank of indestructible knowledge, saving the money of the rate-payer and taxpayer alike. For no modern country, at least not an industrial democracy, can afford the wastage caused by general ignorance, by intolerance, by the lack of understanding of vital social and economic forces, by the lack of reasoning power, by a superfluity of unskilled labor and by the ill-health of its citizens. When a country stops learning - it is already dead!"

We all know that library service can only be as good and can grow only as fast as the people who operate it. But why are so many members of our own profession stunted in their growth, limited in their vision?

May it not be that libraries (and the librarians who operate them) are being strangled by their history, and by their devotion to that history, of local autonomy and control?

"The tight fists of local control have been pried loose from many other social services because those small hands were no longer able to hold the wild horses dragging society into the future. Libraries are too often among the few remaining captives confined to the local corral, and too many people, including too many librarians and trustees, are determined to keep them there. But the fences of that corral are buckling, and will surely fall before the growing pressure of contemporary social forces."

If librarians don't stop driving in the stakes and instead open the gate and make a dash for wider horizons, they may find themselves and their libraries buried as the 20th Century pounds on over them without even noticing that they were really there.

Ralph Shaw said: "The traditional 'readers' are moving to the suburbs, where often they are without library service as they have known it, while the major libraries in the core cities are being left increasingly in areas populated by underprivileged people who have never acquired the habit of library use or any perspective of their potential, and whom libraries have rarely made any determined effort to reach. These libraries must now go out after a readership which will not come to them easily, and to succeed they will have to discard what Ralph Blasingame called their "obsession with a middle class ethic."

We heard what some large libraries are doing to reach this audience. Detroit's library programs and services, designed to cross color and status lines, were described by Ralph Ulveling. Janet Stevens gave a vigorous account of the ten-year record of the Pennsylvania Avenue Branch of the Enoch Pratt Free Library in establishing quality service in an underprivileged section of Baltimore. And Hardy Franklin left most people gasping with his story of life as a community coordinator in the Bedford-Stuyvesant area of Brooklyn. Has any librarian, we wondered, ever dived quite so deeply into the life of the community as Franklin?

Here, then, we had three examples, not just of agressive librarianship, but of imaginative library salesmanship, and of a dedication to people as the reason for and the end of library service, but it was clear that we were not hearing about "typical" librarianship. Few libraries can back up a selling job with the resources of these three great libraries; few have the money or the staff to implement such programs, and some just plain don't have the desire.

Blasingame, prompted by his recent experience in Pennsylvania, brought us back to the realization that the need for equalization of opportunity applies everywhere, in city, suburb, and rural area alike. He cited for example, Lowell Martin's 1958 survey of Pennsylvania public libraries, which showed the average per capita support, statewide, to be about $1.00. This was bad enough, but if the large metropolitan libraries were extracted, the figure would have been only about 40 cents per capita.

Blasingame spoke of the profession's refusal to discuss real issues, and offered the recent Midwinter ALA Council meeting as an example. "The topic of equalization of opportunity is ~~he~~ one", he declared "the profession must soon discuss very seriously. We are headed more and more toward increased support for library services from state and federal sources and if we make no attempt at equalization, we deny the very basis for such support."

Certainly, with the broadening of the scope of the Library Services Act, the profession must be vigilant in remembering that its great success and acceptance thus far have been based on establishing and improving services where they are most desperately needed. The needs, the inequalities, are still in abundance, but they are forever changing shape because society is not static. Our administrations, our methods, our organizations must be as flexible as society itself. They are most likely to be so if they are defined and designed always in the context of human needs and opportunities.

We are reminded by another authority "One of the reasons that the larger and more important public has given up on the public library is the profession's desire for 'political neutrality.' One could concede the necessity, in the early days, for the avoidance of politics. By 1964, however, nearly every professional organization had entered the political arena in one way or another. Back home in the community librarians are still content to ride on the coattails of the school board or the department of public works when it comes to fiscal support. Few are willing to bring the free public library into the real battle for the tax dollar. In the words of Norton Long: "The price of political neutrality has been public indifference and neglect. As most public administrators have found few programs sell themselves. Public policies, even such widely accepted policies as the desirability of the public library are in competition with one another for scarce public funds. The librarian.... must fight for his share of the budget."

Because of the traditions of minimal service to a minority, and frightened aloofness from politics, the free public library, in a sense, exists in that impoverished "other America." Its resources, already taxed by this minority service, are in no way prepared to provide the service in depth that could make it the important agency for the whole public that it has never been. The potential public is there, indifferent and unaware that it could be served. Unless librarians are prepared to declare a "war on library poverty" as well as enlist in the war on material poverty, the role of the public library, imprisoned in those two long standing traditions will continue to be as an impoverished cousin to richer and more vital public agencies." So writes John Berry.

Not long ago, we heard a prominent and dedicated young adult librarian complain about what she considered the instrusion of the library into domains where it has no legitimate role, and no particular competence: the area of extensive social service. The librarian, she said, is a specialist in books; he is not a social worker or a therapist, and even his well-meaning attempts to assume these roles may harm those whom he is trying to help.

It is an old argument, and the lady may be right. But if she is, we feel it is up to the library itself to do something about it - change its qualification requirements, work out better liaisons, hire specialists from other fields as part of its staff.

The reason is that the library no longer has a choice, in much the same way that the school no longer has a choice. Both professions share in origin and purpose a nineteenth-century concept of education: the democratization of society within an accepted social framework and within a fairly well defined range of services. School and library have tried to give the individual from the lower classes access to the same body of knowledge and complex of skills which more fortunate economic groups have had as their birthright.

Their aim, in other words, has been the equalization of opportunity through the standardization of background. To take a precise instance: the "deprived" child could begin his formal schooling on a level with the middleclass child through a kindergarten program which, by a variety of social and "reading readiness" activities, would provide a nucleus of concepts and attitudes. Given a basic core of knowledge, it was held, the individual would develop according to his ability. IQ and achievement tests were based on this assumption of a common background.

Twentiety-century history, for all its social fluidity, has shown the grotesque over-simplification of the concept. Culture is part of the child's weaning; it is not imposed from without. Parental indifference or discouragement, prejudice, squalid surroundings, all take their toll early. The child enters school crippled by the neglect and contempt he has already faced, stunted by his parents' illiteracy, or simply frightened by a foreign tongue. Each failure is compounded; the teacher never completely reaches the child in a group situation; the IQ test, invalidated from the start by inequality of background, becomes a weapon against him. He fails, loses his self-esteem, and accepts, in James Baldwin's words, some form of death, be it anomie, alcoholism, or crime.

The librarian, in fact, has an edge over the teacher in several ways: his one-to-one relationship with the child, the greater flexibility of his guidance function. Today these advantages impose new responsibilities upon him.

The new potentials for library service may indeed, find librarians inadequate to fulfill their role, but to the extent that this is so, it is essential that the library profession forget its parochialism even its struggle for recognition (which will come to it anyway, in the long run)! We have reached a point where the barriers are falling not only between school and public, academic and special, library, but between adult and children's, or adult and "young adult" services. The child depends on his parents' literacy; the "young adult" is sometimes married and a parent himself. If we are to create a continuum of service, we must not only revise our definitions but bring outsiders - social workers, civic agencies, psychologists, into our ranks, as many schools have done, and as the library programs described have done. The extraordinary flexibility of library service displayed by these few systems only hints at its possibilities; and the programs themselves are not, in any broad sense, innovations. They are only part of what the library world must accept as its own "strategy for change" - the adaptation of traditional institutions and services to new conditions."

The public library like other public and democratic institutions, has found itself being many things to many people, but even this concept must be modified, for there is, in the winds, a cry to meet new service demands by becoming many things to all the people.

Lowell A. Martin, in his recent book, "Library Response to Urban Change" which was a study of the Chicago Public Library, offers practical and realistic recommendations for the development of metropolitan library service. He avoids simple pat solutions, but draws heavily upon various experiments, programs and project developments of other libraries, and fashions a people-oriented program that he hopes, "will be equal to the future needs of a restless urban area."

Dr. Martin does not doubt, for one moment, that change must come and he warns that "effecting change in a large and long established institution is not easy" but continues "the essential and most urgent requirement is to get moving at whatever points are amenable to early response, and from this start, (the needed successes) enthusiasm, confidence and momentum will grow and spread to other parts of the system."

In his "Priorities for the Period Ahead", Dr. Martin stressed several cogent points, namely:

1. Make contact with community groups, city-wide groups, and subject groups in order to start planning library development with the people to be served.

2. Consider and adopt several educational "themes" (e.g., racial understanding, consumer information, the younger generation) and push them in appropriately different ways in different communities (avoiding a standardized centrally-structured program) throughout the library system.

3. Study the prospects and locations for small neighborhood individualized storefront units in disadvantaged areas, at least two or three to be opened by early 1970s.

4. As an early and ongoing project, carry out an enlarged publicity program about the library, designed not so much to create and sustain an "image" as simply to inform Chicagoans, all Chicagoans, about the resources of the agency, how the agency can serve them, and the new activities and facilities being inaugurated along the way.

5. Put into operation an internal system-wide and continuing review of every existing service unit from the user's standpoint, to make these units inviting to the visitor and easy to use, and effective in the service delivered.

6. Stress intensified service in the ghetto, built on experimentation, accessibility, variety of program, new media, and planning with local groups; open store-front libraries or study centers or information centers or cultural centers.

7. Organize the "Business Sponsors" of the Chicago Public Library, composed of firms and industries making regular use of the library, to carry part of the cost of the service they receive.

8. Enrich service for both children and young people, in increasingly closer coordination with the schools.

9. Draw on local, indigenous personnel - mothers, part-time college students, even high school students - as aides to the professional core in working individually with users.

10. Expand the in-service training program for staff, reaching all levels from supervisors to new high school aides.

Dr. Martin looks at the picture as a three dimensional operation - or phases one, two and three. The first two phases are embodied in points 1 - 10. The third phase is described as "Holding to Course." This is an ongoing phase which Dr. Martin invisions as extending through several years - say through 1975-80, and he states:

"By 1975 the Chicago Public Library, under the program outlined in this study, should exhibit focus and quality in its program - that is, clarity as to what it is seeking to accomplish and at least a degree of effectiveness in carrying out its functions. At that point two underlying principles should guide its planning, administration, and operation: (1) Whatever is done should be maintained at a high level and with impact and not be just another likely service provided to a limited extent for a fraction of the people who seek it, and (2) Whatever is done must be subject to review and change as the character and problems of American life change. These broad principles alone may be enough to hold the ship to course, but their applications as developed in this report may be worth recapitulating here as markers, in the channel, which may continue to apply five and ten years hence.

1. The library within four walls will have given way to the concept of the library as an immediate and integral part of the lives of people on the block where they live, in the groups with which they associate, in the jobs they hold, in the cultural and recreational activities which give lift and color to their existence.

2. The Library will have a place in the (hopefully disappearing) ghetto as well as in near-suburban areas, and particularly in the many workingmen's communities.

3. The Library will be a resource for the sophisticated cosmopolitan as well as the cultural initiate.

4. The Librarian will also be "advocate" promoting and guiding the use of resources on selected social concerns - racial understanding, urban renewal, consumer buying, crime and drugs, pollution of

the environment, the search for values - or whatever issues mark a given time.

5. The Library will be staffed by a diversity of personnel matching the diversity of its programs: specialized librarians, non-library professionals devoting their skills to library service, technicians recruited at the college level, clerks in satisfying career sequence, local residents attracted to the cause.

6. If many or most of these qualities are achieved by mid-decade, the Chicago Public Library will be a considerable influence in the life of its city and region, and will at the same time be in a good position to change course as conditions change.

The Chicago Public Library is in the position of vanguardism. Many of the points suggested have been or are in the throes of implementation. But, the crux of the entire problem is financing. Dr. Alex Ladenson, Chief Librarian, Chicago Public Library, an astute person with expertise in the legislative arena, states that "A most distressting element which runs through all the problems of the public library is the matter of finance. Without exception, the large public libraries of our major cities are ill funded." He further states that "new sources of revenue must be found."

There are strong feelings among both the professional and lay people of the library world that the cities along can no longer support adequately, their many service needs. Social unrest and change have made this impossible. Where, then, are new funds to be found to meet these new demands? There are two other sources: from the states, and by all means from the federal government. The federal government is where the lion s share of our tax dollar goes, a fair share of this dollar should be returned to the urban community. The federal government should be equally as concerned, if not more, about the little wars that are being fought daily in big city streets inside this country as it is about the big wars fought outside the country, and the tax money should be used accordingly. With pressure and vigilance - good hard lobbying - in the legislative hall, much can be accomplished in favor of the public library.

There are many bright spots on the metropolitan library horizon. Chicago, for example, has trail blazed in innovations with its many reading and study centers] particularly those in the ghetto high-rise apartments - its busing of school children to and from the nearest libraries - its book-mobiles, stopping on neighborhood street corners - story telling - audiovisual aids - a people-to-people sort of thing.

On the other end of the innovative spectrum is the special extension service, which reaches out supplying books and materials. Not only to the unserviced areas and pockets of Chicago, but to special interest groups, agencies, organizations, and schools. This special service reaches out and provides library services for use at their locations, in their own buildings.

All of this is good and well but it simply is not enough. Remembering again, the Queen's advice to Alice - (If we) "want to get somewhere else (we) must run twice as fast as that."

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Illinois Library Association
Statement for National Commission on Libraries and Information Science
Donald E. Wright, President.

This statement has been prepared on behalf of the Illinois Library Association in consultation with some members of the Executive Board but without the advantage of general discussion by either the Board or the Association membership. We appreciate the efforts being made by the National Commission on Libraries and Information Science to listen to the voices of those interested in and concerned for library development. It is hoped that such groups as an Association will have frequent opportunity and adequate time to provide information and viewpoints to the Commission.

It is in this regard that the library association can best address itself to problems of library development. The professional library association offers a very special opportunity for the National Commission as it determines its priorities, develops its programs, and initiates its activities. The library association represents a special channel of concern and communication which can reach, when confidently and competently organized, across the various elements of the library community. The state library association represents a composite of the state community involved in library service; the large library and the small; the academic, the special, the school, the public, the private; the "professional," the "sub-professional," the interested citizen and the library trustee.

As a route to the grass roots, this state association can be tapped

- as a sounding board for new ideas
- as a generator of projects
- as a lobbyist for legislation
- for conducting/sponsoring continuing education activities
- for identifying new talent
- for developing leadership potential
- for recruiting activities

As a volunteer association, the members of a state library association are, perhaps, better able than others to generate an enthusiasm about library service because they already believe in it. There is a ready and able corps of persons available. Because of the variety of libraries and librarians active within a state association, there is opportunity for an inter-disciplinary approach to questions. There should also be the possibility of tapping a variety of expertise.

The library association can, when so organized, operate effectively as a state sounding board. The library association is free of the legal and governmental restrictions which might limit or circumscribe the activities of certain library agencies, such as the State Library. This very fact argues well for the close coordination of objectives and activities between the governmental unit and the non-governmental for each can support the other with its special expertise. The working in consort between groups on the state level and between state and national elements is of paramount importance in the development of any national plan or program.

The problems of a changing corps of personnel in a state association and the lack of a permanent office (hopefully soon to be remedied in Illinois) must be recognized. This, too, however might be turned to a plus factor as it develops and identifies new leadership.

The Illinois Library Association hopes very much that it will be able to assist the entire library community in its work toward library development and improvement.

Donald E. Wright, President
Illinois Library Association
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